



**2025-2026**

**GEORGETOWN HIGH  
SCHOOL**

*PROGRAM OF STUDIES*

*2025-2026*



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## GMHS Mission Statement

Through holding high standards, Georgetown public school district is committed to providing a safe, welcoming and inclusive environment that meets staff where they are professionally and students where they are academically and socially-emotionally. Growth is supported by developing and building the knowledge, skills and competencies for resilient and productive community members.

## GMHS Vision

All Georgetown students are understood as individuals, valued, and empowered to reach their potential in a safe, nurturing environment. By engaging and partnering with the community, equipping all staff with the needed knowledge, skills, and resources, Georgetown Schools will provide a comprehensive network of support and experiences that prepares students for success beyond high school through engaged citizenship.



## GRADUATION REQUIREMENTS

### **Class of 2026 and 2027:**

A total of 115 credits must be earned. Of this total, 85 credits must be earned in the following areas:

English	20 credits	Must include successful completion of English 9, 10 , 11, and 12
Math	20 credits	
Wellness Education	5 credits	
Science	15 credits	
Social Studies	20 credits	Must include successful completion of World History II, and United States History I and II
Business/Entrepreneurship/Tech.	2.5 credits	Financial Literacy
Visual Arts, Industrial Arts and/or Music	2.5 credits	

High school students are required to take two semesters of Wellness and one semester of Financial Literacy classes within their four years of high school.

Course credit values are based on one credit for each period that the course meets each week. Semester courses are worth 2.5 credits and full year courses are worth 5.0 credits.

### **Class of 2028 and Beyond:**

A total of 115 credits must be earned. Of this total, 90 credits must be earned in the following areas:

English	20 credits	Must include successful completion of English 9, 10, 11, and 12
Math	20 credits	Including completion of Algebra II or and integrated math equivalent
Wellness Education	5 credits	
Lab Based Science	15 credits	
Social Studies	15 credits	Must include successful completion of World History II, and United States History I and II
Foreign Language	10 credits	
Visual Arts, Industrial Arts and/or Music	5 credits	

High school students are required to take two semesters of Wellness within their four years of high school.

Course credit values are based on one credit for each period that the course meets each week. Semester courses are worth 2.5 credits and full year courses are worth 5.0 credits.



## **COMPETENCY DETERMINATION**

The **competency determination** for the Georgetown Public Schools shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of mathematics, science and technology, history and social science, foreign languages, and English, and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, as measured by the district's assessment instruments. In addition, students must participate in the MCAS and satisfactorily complete coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks.

Satisfaction of the requirements of the competency determination shall be a condition for graduating from Georgetown High School.

If the particular student's assessment results for the tenth grade do not demonstrate the required level of competency, the student shall have the right to participate in additional coursework and/or assessments to show competency the following year or years.

Students who fail to satisfy the requirements of the competency determination may be eligible to receive an educational assistance plan designed within the confines of the foundation budget to impart the skills, competencies and knowledge required to attain the required level of mastery.

### **COMMUNITY SERVICE - 40 hours**

Grades 9, 10, 11 & 12

All students are required to complete 40 hours of community service as a requisite for graduation. Students are expected to complete 10 hours per year starting in grade nine. Details of the program are discussed in depth at the ninth grade orientation each August. Students may bank up to 10 hours per year towards the next year's requirement. The paperwork for any community service hours completed over the summer must be submitted by the second Friday in September. Students who submit paperwork after the deadline will earn half credit. Similarly, paperwork for hours completed during the school year must be submitted by the deadline in early June in order to earn full credit. Additional information regarding this requirement can be found in the Guidance Office.

## **WEIGHTED RANK-IN-CLASS SYSTEM**

Georgetown High School has adopted a weighted system to determine class rank. Class rank is determined by assessing the weights of courses taken at Georgetown High School or an approved equivalency program. Class rank is computed sequentially over a four year period. It is based upon the number of courses, level of difficulty, and grades received during a student's academic career. It will be reported at the end of the junior year and quarters 1-3 of the senior year. Anyone transferring into Georgetown High School after his/her sophomore year will be unranked.

Individual courses within the English, World Language, Mathematics, Science, and Social Studies and Business Departments are assigned to levels based on the difficulty of the subject content and the academic competitiveness of the students enrolled.



## WEIGHTED GRADE POINT TABLE

GRADE	QUALITY POINTS			
	Advanced Placement	Honors	College Prep	Standard
A+	5.83	5.33	4.83	4.33
A	5.50	5.00	4.50	4.00
A-	5.17	4.67	4.17	3.67
B+	4.83	4.33	3.83	3.33
B	4.50	4.00	3.50	3.00
B-	4.17	3.67	3.17	2.67
C+	3.83	3.33	2.83	2.33
C	3.50	3.00	2.50	2.00
C-	3.17	2.67	2.17	1.67
D+	2.83	2.33	1.83	1.33
D	2.50	2.00	1.50	1.00
D-	2.17	1.67	1.17	.67

## MARKING SYSTEM KEY

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-96	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
			F = 0-59

## ADVANCED PLACEMENT COURSES

Advanced Placement courses indicate the greatest degree of difficulty and are taught in compliance with the AP curriculum recommended in each subject area by the College Board. These courses allow qualified students the opportunity to participate in college-level work while still in high school and to potentially obtain college credit on the basis of performance on the very rigorous Advanced Placement Examination. All AP courses require extensive summer work that will be assessed at the beginning of the school year. Placement at this level is determined by an application process and approval by the subject area Department Head. Students wishing to take AP courses must apply to the corresponding Department Head by April 8<sup>th</sup>. The application form can be found on the last page of this program. Other requirements may be added at the discretion of the individual department. **Students enrolled in the AP program must take and pay for the College Board AP Exam.**



## COURSE WAIVERS

Course level recommendations for the upcoming school year are carefully made by a student's current academic teachers. **There may be instances in which a parent has questions or concerns about a specific course level recommendation. In such cases, the parent must first request to meet with the teacher and is encouraged to do so.** These meetings are usually very productive and in most instances, the matter is resolved. If not, there is a process in place for the student or parent to meet with the subject area department head to discuss the possibility of a course waiver. Waivers cannot be processed without department head approval. **It must be stressed that this process must take place before the end of the school year. Requests to change course levels will not be considered once the current school year ends, particularly since school is not in session during the summer months and teaching staff will not be available for consultation. Such requests will not be reviewed until the new school year begins. It must be stressed that this process must take place prior to May 1<sup>st</sup>, unless the teacher chooses to review 4<sup>th</sup> quarter grades prior to making a final decision.**

## HONORS COURSES

This is the most challenging of the three-course levels and is designed for those students who have displayed above average skills and achievement in the subject matter. There is an intensive and in-depth treatment of subject matter. The instructional pace is accelerated and these courses call for a very high degree of student motivation. Course requirements include a major research project, formal oral presentations, and in most subjects, frequent, substantive, critical written responses to the material studied. In addition, courses at this level encourage original, analytical, and independent thought. The academic environment in class is competitive and participatory.

## COLLEGE PREPARATORY COURSES

These courses are difficult and cover much of the same curriculum content that honors courses do, but are less rigorous than honors courses and are appropriate for students whose skills and past achievements are within mid-range to slightly above mid-range levels. These courses also require analytical and critical thinking skills and a significant degree of responsibility in the form of classroom participation, written homework assignments, problem solving tasks, projects, and assigned readings.



## **COURSE OFFERINGS BY LEVEL**

### **ADVANCED PLACEMENT**

AP English Lit. & Comp.  
AP Calculus AB  
AP Statistics

AP English Lang. & Comp.  
AP Spanish Lang. & Culture  
AP Biology  
AP Physics 1  
AP Environmental Science

AP U.S. History  
AP Gov. & Politics  
AP Psychology

### **HONORS COURSES**

Honors English 9, 10, 11, 12  
Honors Algebra I, II  
Honors Geometry  
Honors Pre-Calculus  
Honors Calculus  
Honors Biology  
Honors Chemistry  
Honors Physics

Honors World History II  
Honors U.S. History I,II  
Honors Modern Issues  
Honors Current Events  
Honors Criminal Justice  
Honors Psychology  
Honors Sociology  
Honors Clinical Psychology  
Honors Writing about Film

Honors Spanish III, IV  
Honors Accounting I,II  
Honors Marketing I, II  
Honors Business Capstone  
Honors Economics

## **REQUIRED COURSES BY GRADE LEVEL**

### **Grade 9**

English 9  
Mathematics  
Science  
World History I

### **Grade 10**

English 10  
Mathematics  
Science  
United States History I

Wellness 9/10

### **Grade 11**

English 11  
Mathematics  
Science  
United States History II

### **Grade 12**

English 12  
Mathematics  
Social Studies (5 Credits in designated electives)

Wellness 11/12  
Financial Literacy 11/12





A student's grade level is determined at the beginning of each academic year as follows:

<b><u>Grade Level</u></b>	<b><u>Credits</u></b>
Sophomore status	27.5
Junior status	55.0
Senior status	80.0
To graduate	115.0

### **CHANGING SCHEDULES**

It is often difficult to provide for changes in a student's program after the master schedule is constructed. If the student and his/her parents have given careful consideration to the process of choosing courses during the registration period, schedule changes should be unnecessary. Dropping and adding courses after the master schedule is constructed is very disruptive and has an adverse effect on the school and the resources that were allocated for each class. As a general rule, schedule changes will not be permitted after the course selection sheets have been signed and returned. If any extenuating circumstances result in a withdrawal from a course after the first four weeks of a semester, the student will receive a withdrawn-failing (W/F) grade. This withdrawal-failing (W/F) will be calculated into a student's grade point average and will appear on his/her final transcript.

### **COURSE LEVEL CHANGES**

In rare instances, based upon documented educational considerations, it may be appropriate for a student to change levels in an academic course after first or second quarter grades have been issued. At such times, the grade or grades that the student received in the original course are transferred to the new course, which are the course of record in terms of the final grade and the calculation of grade point average. The student will receive a designation of "W" for withdrawn on his/her transcript next to the name of the course that the student transferred from. The designation of "W" is not calculated into the student's grade point average.

### **ENROLLMENT GUIDELINES**

Students planning to continue study in sequential subjects MUST earn a final grade that is consistent with grade prerequisites set forward in the program of studies for individual subject areas or receive the approval of the appropriate department head to be eligible to enroll in the next highest level of a sequential subject. Sequential subjects at G.H.S. include courses in English, mathematics, science, social studies, world language, business and computer technology, and industrial technology.

In general, a student who earns a final grade below a C+ and desires to enroll in the next highest level of a sequential subject may become eligible to enroll by: 1. attending an approved appropriate summer school course in which the student earns a final grade of C+ or better; 2. or by repeating the same course at G.H.S., earning a grade of C+ or better; 3. or with the approval of the Principal who must consult with the Guidance Director and appropriate Department Head. No credit will be earned for successful completion of a course originally passed at G.H.S.



## SUMMER SCHOOL

In order to be eligible to attend summer school, a student must have passed at least two quarters of a full year course and one quarter of a semester course. Georgetown High School does not offer a summer school program. The Guidance Department will have a list of local schools offering summer school courses. Students must get prior approval from the Guidance Department before registering for a summer school course. It is critical that courses made up during the summer months be valid educational experiences. Therefore, it is expected that a student will need to earn a minimum grade of “C+” in order to be eligible to receive credit for the course he/she is making up. A grade of “C” or less is not considered acceptable.

## POST-SECONDARY EDUCATION GUIDELINES

### ELIGIBILITY REQUIREMENTS FOR STUDENTS APPLYING TO MASSACHUSETTS (PUBLIC) FOUR YEAR COLLEGES AND UNIVERSITIES.

The admissions standards for the state universities and UMass emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since campus officials consider a wide range of factors in admissions decisions.

College bound high school graduates must have successfully completed and earned credits toward graduation in the following subjects:

- |       |     |  |
|-------|-----|--|
| Four  | (4) | years of college preparatory English   |
| Four  | (4) | years of college preparatory (Algebra I & II and Geometry or Trigonometry, or comparable coursework) mathematics |
| Three | (3) | years of natural and physical science including three courses with laboratory work                               |
| Three | (3) | years of social studies including one year of United States History  |
| Two   | (2) | years of the same World Language   |

\*\*\*\*\*

**NURSING SCHOOLS:** Registered nursing programs are highly competitive. Most nursing schools require three years of college preparatory mathematics. Algebra I and Algebra II are required. The science requirement is at least one year of biology and one year of chemistry at a minimum. At least one additional science course such as Anatomy & Physiology is highly recommended.

**TECHNICAL INSTITUTES AND COLLEGES:** In most cases, four-year technical schools recommend pre-calculus and/or calculus, physics, chemistry, four years of English, and three years of social studies. In general, two-year technical schools recommend three years of college preparatory math plus at least one laboratory science course in physics or chemistry.



**COMMUNITY COLLEGES:** Generally speaking, entrance requirements for most two-year colleges are less challenging than those of four-year colleges. Requirements differ between the career and the transfer programs also. Community colleges in Massachusetts offer “Open Admission,” which is a virtual guarantee of admission with a high school diploma or a GED/HiSet.

**COLLEGES AND UNIVERSITIES:** In general, major units of credit should be earned in the fields of English, mathematics, science, world language, and social studies. Additional electives may be chosen in line with the student's interest. Two years of laboratory science is a minimum requirement. Colleges insist on three years of college preparatory mathematics with a recommendation of a fourth year. World language requirements for colleges may vary. Generally, a minimum of two years of the same World language is required. Colleges expect a concentration in one language rather than offerings in two languages. Four years of English and at least three years of social studies are usually required.

**SUMMARY:** Most colleges require 16 units (80 credits) of preparation in traditional academic subjects. These are general rules and minimum requirements. Specific questions are best answered by referring to the website of the institution concerned or by your guidance counselor.



## **GUIDANCE AND COUNSELING SERVICES**

Our students are faced with many decisions to make and must feel prepared to meet the challenges before them. Some will choose a college, others the military, and others will enter the workforce, but all will need the skills necessary to make themselves successful after high school. Students must be encouraged to question and seek out answers in this period of transition. It is hoped that in supporting them in this process, we will provide them with the necessary tools needed for post-secondary school planning as they enter their future vocations.

This process begins by making maximum use of the opportunities at the high school. Counselors will assist students in the selection of appropriate courses and will provide assistance with any concerns that may be interfering with learning. Counselors will meet with parents and faculty and administration in order to ensure optimum student development and achievement.

A balanced and challenging educational experience offers students the greatest satisfaction and presents the greatest number of options after graduation. Our system recognizes that college admissions personnel consider a wide range of criteria when evaluating a candidate. These criteria include the student's curriculum in core subject areas, the level of difficulty of courses chosen, and overall academic performance. In addition, a student's involvement in extracurricular activities in both school and community enhances the high school experience and broadens a student's knowledge base. Many colleges consider the quality and depth of a candidate's commitment to athletics, clubs and organizations, and worthy causes to be significant to the admissions decision. Particularly important are community service activities that show responsibility to the world beyond home and high school. These activities effectively complement a student's academic record.

Beginning in the freshman and sophomore years, we will explore the issues, information, and essential skills which impact each student's college and career choices. In the junior and senior years, we will help students research and apply for admission to colleges or other programs that meet the students' needs and expectations.

It is helpful for students to draw up a tentative four-year program when they are in the ninth grade. This ensures they will have a balanced program each year. Since many courses are sequential, it is necessary to plan ahead. The most important rule to follow is keeping all options open. If students are uncertain about their long-range goals they should follow a broad, general program of studies that will prepare them for almost any college major.



## **APPLYING TO COLLEGES AND UNIVERSITIES**

In their senior year, many students will apply to a post-secondary institution. This requires that the student submit an online application either through the Common Application or the college's own application and that the guidance office put together a transcript packet that is electronically submitted to colleges. This electronic packet includes items such as a student transcript, teacher recommendations, a counselor recommendation, a high school profile, and occasionally other data. The Guidance Department carefully and comprehensively guides each student through the college application process on an individual basis. Each senior will be expected to schedule an appointment early in the school year with his/her guidance counselor to continue the process of college planning and college selection that was started junior year. To facilitate the application process seniors will be given all appropriate guidance office forms which will need to be completed such as individual student activity sheets, student self-assessment forms, teacher assessment forms, parent feedback forms, etc.

Each senior is ultimately responsible to follow the basic application guidelines set forward by the high school guidance office and colleges including meeting application deadlines, ensuring that teachers have been asked by the student well in advance to prepare a letter of recommendation, and sending standardized test scores directly from the testing site to the colleges.

The process of preparing application materials is a lengthy one and dozens are uploaded to colleges and universities every day during the fall and winter months. Since this is an extremely time consuming process each senior is expected to notify the Guidance Department a minimum of ten working days prior to the application deadline of the college or colleges that he/she is applying to. Failure to do so can result in the student's educational data not arriving on time to the college or university.

Given improvements in college admissions software, the procedures by which college applications and high school records are sent to colleges have changed very significantly. In almost all cases, applications can be directly uploaded to the college or university by the student. Georgetown High School utilizes Naviance, which allows us to upload transcripts, secondary school reports, and teacher/counselor recommendations directly to many colleges and universities. Most colleges allow information to be uploaded via Naviance for electronic transmission to colleges. For those who do not, the guidance office will mail the materials.



## **ANTI-DISCRIMINATION LAW**

In accordance with GENERAL LAWS CHAPTER 76, SECTION 5, as amended:

No person should be excluded from or discriminated against, in admission to a public school of any town, or in obtaining the advantages, privileges, and course of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation.

The enactment of this law advances efforts to ensure that all students can attend school in a safe, supportive, environment that is conducive to serious learning.

## **DISTANCE LEARNING**

*Georgetown High School is committed to providing opportunities for all students to extend learning beyond the normal course offerings at our school campus. To this end, additional learning opportunities for students are provided through distance learning.*

Distance learning is an online system of instruction that connects learners with online course opportunities. Distance learning courses will be made available to Georgetown High School students seeking opportunities for academic enrichment.

Students will not be allowed to take distance learning courses in lieu of Georgetown High School graduation requirements. However, students will be allowed to take distance learning courses for both college and high school credit and these courses will be documented on a student's high school transcript.

Once a distance learning course has been completed, it is the responsibility of the student to request that a formal transcript to the Georgetown High School Guidance Department. Any student who is considering enrollment in a distance learning course is expected to meet with his or her guidance counselor to discuss this option. Prior to enrollment in a distance learning course, each student will be required to sign a contract that will document such criteria as the number of credits to be awarded.



## **BUSINESS AND TECHNOLOGY**

Courses offered in the ***Business and Technology Department*** are designed to incorporate the framework for 21st century learning as developed by the Partnership for 21st Century Skills, of which the Massachusetts Department of Education is a member. This framework focuses on the advancement of “skills, knowledge and expertise that students should master to succeed in work and life in the 21<sup>st</sup> century.”<sup>1[1]</sup>

Because students “live in a technology and media driven environment,”<sup>2[2]</sup> information technology skills are incorporated into every course (as established by the state frameworks, as well as the National Educational Technology Standards, an initiative of the International Society for Technology in Education in collaboration with the U.S. Department of Education.)

## **DECA**

DECA (formerly Distributive Education Clubs of America, now known simply as DECA) is an international association of high school business students focused on building transferable skills for college and careers. DECA describes its mission as preparing “emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe . . .”

DECA enhances the preparation for college and careers by providing co-curricular programs that integrate into classroom instruction, applying learning in the context of business, connecting to business and the community and promoting competition. Our student members leverage their DECA experience to become academically prepared, community oriented, professionally responsible, experienced leaders. There are more than 200,000 high school members from all 50 states, 4 U.S. territories, Canada, China, Germany, Mexico, and Spain. To learn more about DECA, visit [www.deca.org](http://www.deca.org) and [www.massdeca.org](http://www.massdeca.org).

Students enrolled in the following courses are eligible to participate: Introduction to Business, (H) Marketing I, (H) Marketing II, (H) Economics, (H) Accounting, Psychology of Money, (H) Business Capstone. Students who were in DECA the previous year and completed their eligible course requirement are able to compete as well.

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<sup>1[1]</sup> Partnership for 21<sup>st</sup> Century Skills, [www.21stcenturyskills.org](http://www.21stcenturyskills.org)

<sup>2[2]</sup> Ibid.



Business Course Choices				
	9th Grade	10th Grade	11th Grade	12th Grade
Required			Financial Literacy	
Business Electives	<ul style="list-style-type: none"> <li>• Introduction to Business</li> <li>• Marketing I</li> <li>• Honors Marketing I</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Business</li> <li>• Marketing I &amp; II</li> <li>• Honors Marketing I &amp; II</li> <li>• Economics</li> <li>• Honors Economics</li> <li>• Accounting</li> <li>• Honors Accounting</li> <li>• Psychology of Money</li> <li>• Business Capstone</li> <li>• Honors Business Capstone</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Business</li> <li>• Marketing I &amp; II</li> <li>• Honors Marketing I &amp; II</li> <li>• Economics</li> <li>• Honors Economics</li> <li>• Accounting</li> <li>• Honors Accounting</li> <li>• Psychology of Money</li> <li>• Business Capstone</li> <li>• Honors Business Capstone</li> <li>• Internship</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Business</li> <li>• Marketing I &amp; II</li> <li>• Honors Marketing I &amp; II</li> <li>• Economics</li> <li>• Honors Economics</li> <li>• Accounting</li> <li>• Honors Accounting</li> <li>• Psychology of Money</li> <li>• Business Capstone</li> <li>• Honors Business Capstone</li> <li>• Internship</li> <li>• School to Career</li> </ul>

### **FINANCIAL LITERACY - 683**

One Semester/2.5 Credits

Grade: 11 or 12, College Prep

Studying personal finance in high school can help students tremendously since many are getting ready to begin to make their own decisions when it comes to money. The skills they learn in a personal finance curriculum can easily be applied to their life, whether they are attending college, getting a job right after high school, or moving out to live on their own.

There is so much to learn when taking a personal finance class in high school. Beginning with financial planning, students will learn valuable principles on how to budget, helpful tools to use when planning, and problem-solving strategies to make informed decisions. With that foundation, they'll move on to learning about the relationship between careers and income. They'll learn to calculate net worth and net income, explore various occupations and the income for each, and how income taxes work.

Students will learn managing money that teaches about the benefits of savings and checking accounts as well as the various types of banking institutions. Students will then explore common types of investments, and the risks and returns involved with each one. High school students will also learn about credit and debt, and understand the importance of establishing good credit. Lastly, students have an introduction to economics in which they learn about different economic systems, entrepreneurship, and the laws of supply and demand. These money management skills provide the cornerstone to financial stability and a secure future.





## **INTRODUCTION TO BUSINESS - 649**

One Semester/2.5 Credits

Grades: 9-12, College Prep

In this hands-on course, students will be exposed to various aspects of the business world such as: basic economic concepts, economic resources and systems, business ethics and social responsibility, and business ownership and operations. The class culminates with the opportunity for students to create their own business. This course serves as an orientation to future Business Education electives and will utilize a significant amount of project-based learning.

**Students are eligible and encouraged to join DECA**

## **ECONOMICS - 667**

One Semester/2.5 Credits

Grades: 10-12, College Prep

The course teaches students skills and attitudes useful in making wise economic decisions in their own lives and includes instruction about the basic institutions in both private and public sectors which operate or affect the economy. Economics is the study of how individuals, businesses and societies make decisions regarding their limited resources and the effects of those choices.

## **HONORS ECONOMICS - 669**

One Semester/2.5 Credits

Grades: 10-12, Honors

In addition to the curriculum and requirements of Economics, students will also be required to complete the following additional projects over the course of the semester:

1. Special research project and presentation on a special-interest area in Economics
2. Current Event papers each term to investigate and analyze current events in Economics
3. Case Studies and Analysis.

**Students are eligible and encouraged to join DECA**

## **ACCOUNTING - 624**

One Semester/2.5 Credits

Grades: 10-12, College Prep

Accounting uses an integrated approach to teach accounting. This course has been redesigned to follow the national “Bridge Project and Accounting Pilot with the goal of successfully bridging the gap between high school and college and university accounting curricula.” Students will learn how businesses plan for and evaluate operating, financing, and investing decisions and then how accounting systems gather and provide data to internal and external decision-makers. The content covers aspects of both financial and managerial accounting. Topics include an introduction to accounting and financial reporting, cost/volume/profit analysis, accounting information systems, and the time value of money.

This is an important class for any student who plans to major in a Business related field—Business Administration, Finance, Marketing, International Business, or Accounting. It will give you a solid foundation for the study of Accounting at the college level. Students in this class will use the school



store as a learning laboratory by completing enrichment activities at the end of each chapter using documents generated by the school store. It is anticipated that students who successfully complete Accounting I will be prepared to manage the daily accounting activities of the school store, which includes balancing daily revenues and cash receipts.

**Students are eligible and encouraged to join DECA**

### **HONORS ACCOUNTING - 626**

One Semester/2.5 Credits

Grades: 10-12, Honors

In addition to the curriculum and requirements of Accounting, this course incorporates the school store as a learning laboratory. Students will be able to spend additional hours per week working in the store as approved by the Store Manager.

Students will also be required to complete the following additional projects over the course of the semester:

1. Special research project and presentation on a special-interest area of Accounting
2. Current Event papers each term to investigate and analyze current events in the accounting/finance arena
3. Complete the Portfolio Project for each Unit. These projects require in-depth research of a Unit related topic, a written report, and an oral presentation
4. Case Studies and analysis.

**Students are eligible and encouraged to join DECA**

### **MARKETING I – 635**

One Semester/2.5 Credits

Grades: 9-12, College Prep

Marketing is the tool that has allowed the United States economy to be one of the most successful in the world. The study of marketing often enables students to acquire a clearer picture of the importance of consumer buying habits and motivations. This course will help students interpret the activities of business and how business and marketing affect their lives. This course will enable students to understand and apply marketing, management, and entrepreneurial principles; to make rational economic decisions; and to exhibit social responsibility in a global economy. Students will explore the functions of marketing and learn promotional strategies. They will create a marketing plan for their own products which they created in CII or will have the opportunity to refine and revise that product.

**Students are eligible and encouraged to join DECA**



## **HONORS MARKETING I – 636**

One Semester/2.5 Credits

Grades: 9-12, Honors

In addition to the curriculum and requirement of Marketing, this course incorporates the school store as a learning laboratory. Students will be able to spend additional hours per week working in the store as approved by the Store Manager.

Students will also be required to complete the following additional projects over the course of the semester:

1. Special research project and presentation on a special-interest area of Marketing
2. Selection, completion, and paper on an individually-selected marketing book.
3. Current Event papers each term to investigate and analyze current events in the marketing arena,
4. such as promotion, advertising, pricing, or product development.
5. Create an Advanced Level Marketing Plan (non-honors level will create a Basic Level Marketing Plan).

Additional weekly course work will be selected from the following:

- Complete the Portfolio Project for each Unit. These projects require in-depth research of a Unit related topic, a written report, and an oral presentation
- Case Studies and analysis.

**Students are eligible and encouraged to join DECA**

## **MARKETING II – 638**

One Semester/2.5 Credits

Grades: 10-12, College Prep

Sports & Entertainment Marketing, Social Media Marketing, Travel & Tourism, and Fashion Merchandising are the topics, as well as possible DECA projects. Project-based learning will be the main component of this class. Students will also choose a semester-long project to evaluate and act upon and will have the opportunity to implement their own Product's marketing plan. This class will enhance the knowledge gained through Marketing I.

**Students are eligible and encouraged to join DECA**

*Prerequisite: Completion of Marketing I with a grade of 80 or higher.*

## **HONORS MARKETING II – 639**

One Semester/2.5 Credits

Grades: 10-12, Honors

Sports & Entertainment Marketing, Social Media Marketing, Travel & Tourism, and Fashion Merchandising are the topics, as well as possible DECA projects. Project-based learning will be the main component of this class. Students will also choose a semester-long project to evaluate and act upon and will have the opportunity to implement their own Product's marketing plan. This class will enhance the knowledge gained through Marketing I.



Students will also be required to complete the following additional projects over the course of the semester:

1. Special research project and presentation on a special-interest area of Marketing
2. Selection, completion, and paper on an individually-selected marketing book.
3. Current Event papers each term to investigate and analyze current events in the marketing arena,
4. such as promotion, advertising, pricing, or product development.
5. Create an Advanced Level Marketing Plan (non-honors level will create a Basic Level Marketing Plan).

Additional weekly course work will be selected from the following:

- Complete the Portfolio Project for each Unit. These projects require in-depth research of a Unit related topic, a written report, and an oral presentation
- Case Studies and analysis.

Students are eligible and encouraged to join DECA

*Prerequisite: Completion of Marketing I with a grade of 80 or higher.*

### **BUSINESS CAPSTONE - 685**

One Semester/2.5 Credits

Grades: 10-12, College Prep

In this hands-on course, students will be exposed to advanced topics in business such as current mega trends, an introduction to management, the seven core business functions, careers in business, business ethics, and an introduction to portfolio management and investing. This course utilizes a significant amount of project-based learning.

*Prerequisite: Successful completion of Introduction to Business with a grade of 80 or higher.*

**Students are eligible and encouraged to join DECA**

### **HONORS BUSINESS CAPSTONE - 686**

One Semester/2.5 Credits

Grades: 10-12, Honors

In addition to the curriculum and requirements of the Business Capstone course, students will also be required to complete two additional projects over the course of the semester on current topics in Business.

*Prerequisite: Successful completion of Introduction to Business with a grade of 80 or higher.*

**Students are eligible and encouraged to join DECA**



## **PSYCHOLOGY OF MONEY - 627**

One Semester/2.5 Credit

Grade: 10-12, College Prep

Before learning about budgeting, saving and other financial must-knows, it is important to understand why humans handle money the way we do, and why sometimes our brain is our own worst financial enemy. This course is intended to teach you how you can make good decisions instead of just telling you that you should make them. After all, we wouldn't expect someone to write a research paper without first learning how to write a sentence. It's like that when it comes to money, too! Throughout our lives, we're conditioned to feel a certain way about money. Our Money Philosophy is the tendency that we have to make certain money choices, good or bad, regardless of what's considered rational. It can be influenced by our families, by our culture, or through our own experiences. This class will help determine which part of your brain you use the most and the strengths and challenges that you may face financially because of that philosophy. In order to understand some of the irrationality of our decisions around money, it is important to learn more about how our brain makes decisions. We have two parts of our brain that help us make decisions: the limbic brain and the prefrontal cortex. The limbic brain is the primitive brain or our "fight or flight" brain. When faced with a decision, emotions kick in and the brain responds with a quick (and sometimes detrimental) response. The prefrontal cortex is the decision-making and problem-solving part of the brain. Whenever your brain senses a threat, like making a financial decision on a limited budget, our limbic brain views the situation as a threat and tries to take over. That reaction means the prefrontal cortex has to take a back seat, giving up its ability to make a reasonable decision. The good news is that we can learn how to make better financial decisions!

**Students are eligible and encouraged to join DECA**

## **INTERNSHIP - 617**

One Semester/2.5 Credit

Grade: 11-12, No Level

Students interested in entering the fields of education or human services may enroll in the in-school Internship program. Areas for internship include: Education, Police/Public Service, Food Service, Maintenance/Building and Grounds, and Retail Management/Entrepreneurship. This course offers students the opportunity to apply classroom knowledge and skills in a work setting.

Students will gain experience in meeting deadlines, making decisions and working with others; all skills necessary for success in the workplace. Further they will acquire social and critical thinking skills necessary to be successful in the workplace.

Students' internships will be connected to their future career goals. Students will be asked to outline their career goals for the future and how their internship will align to those goals during the application process.

Students interested in the Internship Program must complete an application and be accepted by the Program Coordinator for entry into the program. Only a limited number of students will be accepted. Students are only eligible to apply and complete one internship during their high school experience.



## **SCHOOL TO CAREER - 616**

One or Two Semesters/2.5 Credits each

Grade: 12, No Level

This program is geared for Non-college bound seniors who are able to meet both graduation and program requirements. *Students must have a job when the course begins. Students' employment must meet the following requirements: student work a minimum of 15 hours per week, students must be able to produce a valid paycheck stub that shows taxes withheld, and employer must sign off on School to Career application.*

“Learning for the real world” is the cornerstone of the School to Career Program. This program is an integral part of the curriculum that unites classroom instruction with real world work experience. This allows students an opportunity to be able to connect their educational goals with their career choices. It is an excellent preparatory experience to assist them in making one of the most important decisions of their lives—college and career.

Class meetings for this Program will be held during long G blocks. The primary focus of the Program is to prepare the student for the transition from the world of education to the world of work. Discussions will focus on identifying passions, defining values, evaluating strengths and weaknesses, building a resume, developing a career plan, employer expectations, and worker responsibilities, rights and protections. In addition, they will be provided an opportunity to discuss and practice strategies and techniques on the job.

Prospective first-time enrollees must participate in a screening interview with the Program Coordinator prior to enrolling. Candidates who are accepted into the program will be required to enter into a contract describing conditions and expectations of enrollment.

School to Career can be scheduled for one semester or for a full year.



## ENGLISH

The department strives to cultivate lifelong readers and writers: skilled communicators with a deep understanding of the text. Teachers emphasize the writing process and the development of each student's skills in writing. Students will learn to use language and writing as a means of forming and refining their perspectives and ideas. Additionally, students will learn and apply rules of usage, grammar, and mechanics. They will study and learn the different genres of literature and will recognize that literature reflects the cultures and contexts of the authors as well as issues in their own lives. All students will develop their speaking voices through the techniques and practice of oral presentations, as well as their research skills through the application of information technology. Teachers will also provide students with test-taking strategies and practice examinations that will prepare them for the MCAS and other standardized tests.

All students are required to earn twenty credits in English in order to be eligible for graduation. Any student who does not earn a passing grade in a year of English may NOT move on to the next year, nor (under usual circumstances) may that student double up courses during the next year. Admission to honors courses requires an "A-" minimum in the prior year's college preparatory course and/or the recommendation of the previous year's English teacher. Any and all exceptions will be referred to the department chair for review.

All students enrolled in any English class that begins in the fall semester will need to participate in the summer reading assignment, which is usually the completion of 1-4 books (depending on the level of the course) and a subsequent assessment at the beginning of the school year.

Course Choices**				
Freshman	Sophomore	Junior	Senior	Electives*
<ul style="list-style-type: none"> <li>English 9 Honors</li> <li>English 9 College Prep</li> </ul>	<ul style="list-style-type: none"> <li>English 10 Honors</li> <li>English 10 College Prep</li> </ul>	<ul style="list-style-type: none"> <li>English 11 Honors</li> <li>English 11 College Prep</li> <li>Advanced Placement Language and Composition/American Literature</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Placement English Lit. &amp; Composition</li> <li>English 12 Honors</li> <li>English 12 CP</li> </ul>	<ul style="list-style-type: none"> <li>Acting I</li> <li>Acting II</li> <li>Acting III (Grades 10-12)</li> <li>Technical Theater</li> <li>Journalism*</li> <li>Creative Writing*</li> <li>Writing About Film*</li> <li>Honors Writing About Film*</li> <li>Mythology*</li> </ul>

\*Denotes Semester Classes

\*\*All course descriptions will be updated upon selection of a new HQIM for grades 9-12\*\*



## **HONORS ENGLISH 9 – 111**

Full Year/5 Credits

Grade: 9, Honors

English I students are expected to prove their understanding of literature, grammatical concepts, and writing in a variety of modes. This course involves vocabulary building skills, a review and mastery approach to grammar and usage, identification and usage of literary terminology, serious expository and creative composition, reading comprehension training, and the reading of both literary classics including Shakespeare, Hemingway, and Steinbeck, and modern non-fiction. Class attendance, superior reading and composition skills, consistent study skills, and a high degree of motivation are required. Students must complete independent reading and writing assignments. Students will use the writing process and apply various steps in composition in order to produce a polished product. Summer reading will be challenging and more involved than in the CP course.

*Prerequisite: Grades attained in English from eighth grade (final average) should be A- or better. The eighth grade English teacher must also recommend students.*

## **ENGLISH 9 – 112**

Full Year/5 Credits

Grade: 9, College Prep

The purpose of this course is to refine all communication skills and to develop students' appreciation for great literature. Communication skills are refined by review of basic grammar and an introduction to more complex grammatical concepts, effective writing techniques (both formal and informal), and practice in research skills. The refinement of these skills is accomplished through composition models and exercises, essays, and compositions based upon students' interpretations of the literature, essays and compositions relating to contemporary issues, and various presentation formats.

The discussion of literature includes the study of the basic elements of literature among which are irony, conflict, symbolism, themes, plot, characterization, and setting. Through a variety of genres; e.g., short stories, non-fiction, plays, novels, poetry, students expand their understanding and appreciation of literature. The literature will include texts such as *Romeo and Juliet*, *Of Mice and Men*, *Night*, and *To Kill a Mockingbird*, as well as modern non-fiction. Through their analysis of writing and during class discussion, students will be encouraged to form their ideas. Because this is a college preparatory course, students should expect to read challenging texts and discuss complex issues. Students will use the writing process and apply various steps in composition in order to produce a polished product. A summer reading assignment is required.

## **HONORS ENGLISH 10 – 121**

Full Year/5 Credits

Grade: 10, Honors

Sophomore English is organized around the following driving question: what effect does power have on the individual and society? An extensive amount of reading is required. Works of literature such as *The Canterbury Tales*, *Macbeth*, *1984/Animal Farm*, *Brave New World*, *Long Way Down*, and *Lord of the Flies*, among many others, will be included. Students will learn to find connections between these texts and modern, non-fiction texts; this will sharpen their analytical skills. The course will also offer an overview of the development of the English language and its changes over time.





The course will also emphasize the further development of the students' writing skills, including a focus on correct grammar and usage. Students will strengthen their formal, expository prose as well as write informal assignments. Vocabulary development will also be a component of the class. In addition, students will learn and practice the basic techniques of oral presentations.

Students will complete outside reading and writing assignments. Students will present and defend their perspectives to the class and will complete various research projects. They are also expected to complete a challenging summer reading assignment.

*Prerequisites: Entry into an Honors class from a college preparatory class requires a ninth grade average of A- or better. Ninth grade English teacher's recommendation is required.*

### **ENGLISH 10 – 122**

Full Year/5 Credits

Grade: 10, College Prep

Sophomore English is organized around the following driving question: what effect does power have on the individual and society? Works of literature, such as *Macbeth*, *Animal Farm*, *Long Way Down*, and *Lord of the Flies*, among many others, will be included. They will learn British classics in the context of history and will consider how various themes connect to their own world. Students will continue their study of literary terms and genres; moreover, they will sharpen their analytical skills. The course will also offer an overview of the development of the English language with particular attention to changes that have occurred recently.

The course will also emphasize the further development of the students' writing skills, including a review of grammatical skills and acceptable usage. They will practice formal expository prose as well as write informal responses. Vocabulary development will also be a component of the class. Students will learn and practice the basic techniques of oral presentations. Students will complete short research projects, and a summer reading assignment is required.

### **AP LANGUAGE AND COMPOSITION / AMERICAN LITERATURE - 100**

Full Year/5 Credits

Grade 11, Advanced Placement

This course follows the Advanced Placement syllabus issued by the College Board. Advanced Placement Language and Composition blends the study of American literature with the reading of complex texts, analysis of argument, and composition of various college-level assignments. Students will learn to write for a variety of purposes and demonstrate close reading of challenging American texts. As part of the course, students will study a variety of classics in American literature including *The Great Gatsby*, *The Crucible*, *Catcher in the Rye*, *A Raisin in the Sun*, *The Awakening*, *My Antonia*, and more. Participation and demonstration of knowledge in daily discussions is paramount. Every student is required to read multiple texts over the summer and take the AP Exam in May.

Prerequisite: An overall grade of 90%/A- in Honors English II (10th grade).



### **HONORS ENGLISH 11 – 131**

Full Year/5 Credits

Grade: 11, Honors

The English III Honors program focuses on a survey of American literature with an intensive concentration on particular literary or historical periods (Puritanism, Early National, Romanticism, Realism/Naturalism, Modern, and Postmodernism). Emphasis is placed on major themes (man versus society, the American Dream, and the nature of good and evil). An extensive amount of reading is required. Concentration will be on developing personal awareness through literary experience. Written assignments, frequent and challenging in their scope, will encourage the student to develop greater critical skills in communicating literary ideas. Vocabulary, grammar, and composition skills will be emphasized in the course. The work in this course also deals with historical events relevant to particular periods so that students will develop a total picture of American social, intellectual, and literary history.

As part of the course, students will study a variety of classics in American literature including *The Great Gatsby*, *The Crucible*, *Catcher in the Rye*, *A Raisin in the Sun*, *The Awakening*, *My Antonia*, and more. In addition to these in-class readings, students will be responsible for reports on outside readings. During the fourth quarter, a research paper will be required. A summer reading assignment is required. The texts assigned at this level (both in the summer and during the year) will be demanding and will require an advanced level of critical competence.

*Prerequisites: Grade 10 College Preparatory English students should attain a grade average of A- or better. Tenth grade English teacher's recommendation is required.*

### **ENGLISH 11 -132**

Full Year/5 Credits

Grade: 11, College Prep

The English III program offers students an opportunity to study some of the classics of American literature, such as *The Great Gatsby*, *The Crucible*, *A Raisin in the Sun*, *Catcher in the Rye*, *Death of a Salesman*, and *Our Town*. The various genres to be examined (novels, short stories, poems, essays, and plays) will be analyzed for their present interest and also for their historical significance. In both oral and written contexts, students will be expected to differentiate tone, mood, theme, and other literary characteristics. In addition to an intensive reading program, regular activities of the course will include, tests and quizzes, the writing of analytical and personal response papers, the study of vocabulary, and the appropriate review of grammar and usage. Students will also be required to complete a significant research paper in the third quarter. A summer reading assignment is required.

### **HONORS ENGLISH 12 – 137**

Full Year/5 Credits

Grade: 12, Honors

The senior World Literature course is designed to challenge students to refine and develop skills in reading, writing, listening, speaking, and critical thinking. This is the honors level full-year course for seniors.

Students will acquire an understanding of world literature, culture, and the arts, and how those pieces serve to tell the story of our global society. The course starts with ancient literature and continues through time until the present day, including works of drama, poetry, short stories, epic literature, and non-fiction. Some noteworthy works include excerpts from *Gilgamesh*, the Bible, the *Iliad*, the



*Bhagavad-Gita, Don Quixote, The Handmaid's Tale, and Dante's Inferno.* Other works studied in their entirety include *Antigone, Oedipus Rex, The Aeneid, Crime and Punishment, and Things Fall Apart.* Students will complete independent reading and writing assignments, which will be challenging and intensive. In addition, students will be required to develop and write a research paper on a related topic of their choosing. The course includes an independent summer reading assignment.

*Prerequisites: Grade 11 College Preparatory English students should attain a grade average of A- or better. An eleventh grade English teacher's recommendation is required.*

### **AP ENGLISH LITERATURE AND COMPOSITION – 149**

Full Year/5 Credits

Grade: 12, Advanced Placement

This course meets the standards set forth by the College Board, which colleges and universities expect to see within the college-level curriculum. The course requires a rigorous study of rhetoric, language, and literature. Students should read widely and reflect on their reading through extensive discussion, writing, and rewriting. Although they may work independently to supplement the work of a conventional course, students will interact with their teacher in a small class setting. Students should assume considerable responsibility for the amount of reading and writing that they do. Reading in this class is always a process and always active. The vast majority of writing is conducted in class and completed within specific time parameters, as per the AP Exam. Proven AP Exam strategies are offered and expected to be applied during preparation and ultimately on the exam. In addition to the in-class requirements, students will complete outside reading and writing assignments beginning in the summer before the course commences. Recommendations will be made collaboratively in conjunction with the teacher of English III students, chairperson, and/or current AP teacher. Students must expect a college-level standard for assessment within this course. All work is expected to reflect maturity, a sophistication of ideas, and intellectual depth.

#### **The literature will include, but is not limited to:**

*Long Day's Journey Into Night*

*The Oresteia*

*A Rose for Emily*

*Dubliners*

*Where Are You Going, Where Have You Been?*

*A Doll's House*

*The Book of Sand*

*Hamlet*

*The Scarlet Letter*

*Their Eyes Were Watching God*

*A Good Man is Hard to Find*

*Battle Royal*

*I Stand Here Ironing*

*Sonny's Blues*

*A Hunger Artist*

*One Flew Over the Cuckoo's Nest*

*A Streetcar Named Desire*

*The Importance of Being Earnest*

*Prerequisite: A- minimum in eleventh grade English Honors and departmental approval.*



## ENGLISH ELECTIVES

English electives comprise acting and theater courses, which are open to all students unless there is a prerequisite.

### **MYTHOLOGY - 144**

One Semester/2.5 Credits

Grade: 12, College Prep

This course is designed to expose students to the mythology of the ancient world and to refine and further develop their skills in reading, writing, listening, speaking, thinking and researching.

Beginning with the Greek myth of creation, students will acquire an understanding of the literature, poetry, and drama of early Greek civilization, and how they serve as the forerunners to our literature and government. Finally, students will develop and research a project that compares and contrasts the myths of the Greeks with the myths of several cultures including Rome, China, Norway, Africa, and America.

Texts: *Mythology* (Hamilton), *Antigone*, *Oedipus Rex*, *Agamemnon*, excerpts from *The Iliad*, *The Odyssey*

### **JOURNALISM - 147**

One Semester/2.5 Credits

Grade: 12, College Prep

The senior journalism course introduces students to fundamental journalistic techniques and exposes them to various elements of mass media and communication. By becoming acquainted with the role of media in society, students will acquire a sound basis for discriminating between reading, listening, and viewing of the mass media. Through various assignments and activities, students will refine and develop skills in reading, writing, listening, speaking, thinking and researching.

The course includes participation in the writing and editing of *The Royal Press*, the school's bi-weekly newspaper. Students will acquire the skills necessary to write news, features, and editorials. As reporters, students will learn how to write for an audience, and will learn to consider the ethics of journalism. They will also acquire production and publishing skills. Rules of mechanics and usage are reinforced through practical application.

### **CREATIVE WRITING - 156**

One Semester/2.5 Credits

Grade: 12, College Prep

The purpose of this course is to maximize students' creativity in writing. Through exposure, analysis, and application of a variety of writing genres and techniques, students will create a portfolio that will be assessed. Examples of writing tasks may include, but are not limited to, drafting a product description, creating a commercial, devising a parody, collaborating on a television premise, joke writing, and creation of a podcast.

In addition to the five to seven independent and group writing tasks per quarter, students participate in daily informal tasks meant to reinforce writing strategies and start the creative process. These mini-tasks replicate writing that occurs within professions, on social media, and in the entertainment industry.



A consistent writing demand for the course involves journal writing. Prompts are presented every few days and students are asked to informally express their thoughts and ideas. Goals for the journal include establishing a positive writing experience for students while reflecting on topics that are usually distinct to high school seniors.

### **WRITING ABOUT FILM: Exploring Historical and Literary Value in Cinema - 170**

One Semester/2.5 Credits

Grade: 12, College Prep

Students will explore history and literature through the study of feature and documentary films. This interdisciplinary course will explore film from two different vantage points. The first perspective is viewing film as literature (visual texts), incorporating thematic and cinematically technical foundations. The second perspective is to use the films as resources to gain insight into the historical developments and events that have transpired, providing an opportunity to analyze films for their cultural significance, and for what they reveal (or fail to reveal) about the times they were made and the subjects they examine. Analysis of the films will take the form of substantial written and research-based assignments. By the end of the course, students' skills in critical analysis and writing, both from literary and historical perspectives, will put them in a position to succeed at the college level.

*Class requirement: Students must declare if this course will be applied toward their English or Social Studies credits and can only be taken once.*

### **HONORS WRITING ABOUT FILM: Exploring Historical and Literary Value in Cinema - 134**

One Semester/2.5 Credits

Grade: 12, Honors

In addition to the curriculum and requirements of Writing About Film, this course will incorporate a more rigorous curriculum while running concurrently with CP Writing About Film.

Students will be expected to complete one independent research project per quarter and will be expected to complete more in depth supplemental readings.

Finally, assessments will be more challenging by expecting more depth in both objective and subjective questions.

*Class requirement: Students must declare if this course will be applied toward their English or Social Studies credits and can only be taken once.*

### **ACTING I – 125**

One Semester/2.5 Credits

Grades: 9-12, College Prep

Students will study the craft of acting through theater exercises, improvisation and work with scripted drama. Through developing performance skills of spontaneity, listening, and creating with a group, students will become cooperative members of an acting troupe. Students will collaborate on scenes from published plays, which will culminate in an in-class performance at the end of the semester. Projects will include writing and performing monologues, creating and performing, scenes focused on student interests and concerns, and writing and producing a one-act play. Second-semester projects will culminate in one final public performance. They will collaborate on scenes from published plays, which will culminate in an in-class performance at the end of the semester.



## **ACTING II - 129**

One Semester/2.5 Credits

Grades: 9-12, College Prep

*In order to take part in this class, students should have taken Basic Acting in a previous semester.* Continuing their studies, students will study the craft of acting through theater exercises, improvisation and work with scripted drama. Members of the class will refine their performance skills of spontaneity, listening, and creating with a group. They will collaborate on scenes from published plays, which will culminate in an in-class performance at the end of the semester. Projects will include writing and performing monologues, creating and performing scenes focused on student interests and concerns, and writing and producing a one-act play.

## **ACTING III – 130**

One Semester/2.5 Credits

Grades: 10-12, College Prep

Advanced Acting students will continue to refine their physical, vocal, and mental performance skills. Study of Master Acting teachers will continue in this course. Students will engage in scene writing, and they will also individually study one well-known playwright. One play report and one review of a live performance will be required during the semester. In addition, this course will include three memorized scene evaluations, a midterm improvisational theater performance, and a performance of a play at the end of the semester.

*Prerequisite: Acting I & Acting II*

## **TECHNICAL THEATER - 127**

One Semester/2.5 Credits

Grade: 9-12, College Prep

Technical Theater is designed to expose students to most areas of theatrical production. Throughout the year, students will learn what it is like to be on the design and production side of the table when staging a play or musical. Students will study set, lighting, props, costume, and makeup design as well as stage management and directing through project-based learning. When possible, students will have the ability to assist GMHS mainstage productions through their work in this class. The course will culminate in a capstone project where students will create various theoretical designs for a chosen play or musical.



## VISUAL ARTS

Georgetown High School's Visual Arts program provides students with extensive opportunities to develop their skills, knowledge, and perceptions through both creating and responding to art. Visual Art courses allow students to explore a variety of materials, techniques, and challenges to solve various artistic problems. In doing so, students are encouraged to take risks in developing their work as an artist on a personal level, or as it relates to the world around them. Students will further develop their 21st Century Skills of learning with the use of technology, communication, collaboration and critical thinking. All courses are aligned to the Massachusetts Arts Curriculum Framework.

Course Choices*			
Freshmen	Sophomores	Juniors	Seniors
<ul style="list-style-type: none"> <li>• Art Studio</li> <li>• Digital Art Studio</li> <li>• Painting and Drawing</li> <li>• Ceramic I</li> <li>• Digital Photography</li> <li>• Black and White Photography</li> <li>• Printmaking</li> <li>• Adobe Creative Apps</li> <li>• Art Themes</li> </ul>	<ul style="list-style-type: none"> <li>• Ceramics I</li> <li>• Ceramic II</li> <li>• Art Studio</li> <li>• Digital Art Studio</li> <li>• Painting and Drawing</li> <li>• Digital Photography</li> <li>• Black and White Photography</li> <li>• Printmaking</li> <li>• Adobe Creative Apps</li> <li>• Art Themes</li> </ul>	<ul style="list-style-type: none"> <li>• Art Portfolio</li> <li>• Ceramics I</li> <li>• Ceramic II</li> <li>• Art Studio</li> <li>• Digital Art Studio</li> <li>• Painting and Drawing</li> <li>• Digital Photography</li> <li>• Black and White Photography</li> <li>• Printmaking</li> <li>• Adobe Creative Apps</li> <li>• Art Themes</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Study Art</li> <li>• Art Portfolio</li> <li>• Ceramics I</li> <li>• Ceramic II</li> <li>• Art Studio</li> <li>• Digital Art Studio</li> <li>• Painting and Drawing</li> <li>• Digital Photography</li> <li>• Black and White Photography</li> <li>• Printmaking</li> <li>• Adobe Creative Apps</li> <li>• Art Themes</li> </ul>

**\*All courses are available at the college prep or honors level\***

### **ART STUDIO - 813**

One Semester/2.5 Credits

Grades: 9-12

Art Studio is a lively, inviting, comprehensive art course for beginners. This course is designed to enrich the lives of students through discovery, meaningful hands-on learning activities and creative problem solving. The course integrates aesthetics, art criticism, art history and studio habits of mind. Students will use a variety of materials including colored pencil, acrylic paint, watercolors, pastel, aluminum, digital art, film photography, wire, plaster and wood to create paintings, drawings, sculpture, and photographs. No art experience is needed for this entry level course.





### **ADOBE CREATIVE APPS - 835**

One Semester/2.5 Credits

Grades 9-12

This course will provide students a project based introduction to visual expression and communication using the industry-standard Adobe Creative Apps, and allow students a choice as to how they will apply their new skills. After the introductory skill building projects in Photoshop (photography and painting), Illustrator (graphic design and illustration), InDesign (design brochures, reports and posters), Premiere Pro (video editing) and Animate (animation) students will have individual freedom to create visual projects related to their own interests and imagination. Students will be required to apply their new visual communication skills to a project in one of their core content courses making cross-curricular connections.

### **ART THEMES - 837**

One Semester / 2.5 Credits

Grades 9-12

Art Themes is a class designed to expose students to new art experiences. Each year, this class will have a different theme. Students will have hands-on experiences and create works of art using various media and techniques related to the theme. The course will include art history, studio habits, studio production, and art exhibition. The theme will be announced each year prior to course sign ups. Some examples of potential themes include: bookbinding, paper making, fashion design, advanced painting & drawing, sculpture, calligraphy, and mixed media.

### **BLACK AND WHITE PHOTOGRAPHY – 831**

One Semester/2.5 Credits

Grades: 9-12

This course is designed to introduce students to traditional, experimental and digital black and white photography. Areas covered will include the operation of a manual 35mm film camera, traditional darkroom process, digital darkroom process, aesthetics of composition, creative expression, and the critique process. Students will work independently and collaboratively as they solve artistic problems of photography and develop their own creative voice.

### **DIGITAL PHOTOGRAPHY – 834**

One Semester/2.5 Credits

Grades: 9-12

Today, everyone takes digital photographs with their cell phones. This course is designed to help you take great photographs, whether you use your cell phone or a digital camera. You will learn to see with a photographer's eye and become more aware of composition, color, and lighting. You will also learn to use the tools and functions of Adobe Photoshop app to take your photographs to a more creative level of expression.

*Class requirement: Students must bring a digital camera to class every day.*





### **DIGITAL ART STUDIO – 856**

One Semester/2.5 Credits

Grades: 9-12

This course will focus on creating fine art in a digital medium. Assignments will emphasize traditional artistic skills such as visual problem solving, composition, drawing and painting while learning a little about art history. Instead of paint, brushes, and pencils, students will use their iPads as a tool utilizing Sketchbook App, Adobe Fresco & Photoshop Apps and Procreate App. By the end of the semester students will develop their own personal style of expression.

### **PRINTMAKING – 801**

One Semester/2.5 credits

Grades 9-12

This course will deal with the various techniques of printmaking. Printmaking is the process of reproducing an image from one surface onto another. Works will be created using a variety of printmaking techniques including monoprints, silk-screens, linoleum, woodcuts, cyanotypes, etc. Projects will be developed from direct observation, imagination, abstract and non-abstract formats.

### **PAINTING AND DRAWING – 848**

One Semester/2.5 Credits

Grades: 9-12

This course is perfect for students with or without drawing and painting experience. We will focus on the foundations of drawing and painting while using materials such as pencil, charcoal, pastel, watercolor and acrylic paints. We will work from observation using still lifes and figures, and we will also work from imagination. The inspiration for the projects will come from art history, culture, nature, and your own experiences and ideas. We will build skills and learn techniques that will support your art practice, but will also translate to other aspects of school and life. There will be a focus on the process of making art, starting with inspiration and sketches and ending with a finished piece.

### **CERAMICS I – 849**

One Semester/2.5 Credits

Grades: 9-12

In this course you will learn about dirt, or more specifically, clay. Clay is pulled from the earth and refined for artists (like you) and industries to use in making ceramics. So, if you always wanted to play in the mud, this is the perfect class for you! You will learn hand-building techniques such as pinch, coil, and slab. You will also learn about finishing processes such as glazing to decorate your pieces. You will build many vessels and sculptures that you can take home.

### **CERAMICS II – 850**

One Semester/2.5 Credits

Grades: 10-12

If you liked Ceramics I, then you will love Ceramics II. Build on the skills you learned in Ceramics I while learning about new techniques and equipment. Learn how to use the pottery wheel and extruder, how to load and unload the kiln, and how to recycle clay. Make more advanced pieces of art than you did in Ceramics I, both useful and decorative.

*Prerequisite: Completion of Ceramics I and permission of the instructor.*



### **ART PORTFOLIO – 840**

One Semester/2.5 Credits

Grades: 11-12

This course is designed for the advanced art student who has a sincere interest in the visual arts or needs a portfolio for college admissions. Students will work independently to build a portfolio of work that demonstrates technical competence in a range of media and ultimately bears the signature of a personal style. A variety of studio experiences may include: drawing, painting, photography, sculpture and mixed media. The study of aesthetics, art criticism and art history will enrich each student's work. Students will leave this class with a unified portfolio of work.

*Prerequisite: Previous art courses and teacher approval.*

### **INDEPENDENT STUDY ART – 841**

One Semester/2.5 Credits

Grade: 12

An individualized program of study and exploration in art oriented toward meeting the individual student's needs and goals. Continued investigations of new or familiar concepts, techniques, and mediums; or opportunities for in-depth exploration of particular media are reasons to participate in this course. For portfolio preparation, this class should be taken between junior and first semester of senior year.

*Prerequisite: Previous art courses and teacher approval.*



## WORLD LANGUAGE

Because the Common Core of Learning for the Commonwealth of Massachusetts states that all students should be able to read, write and converse in at least one language in addition to English, the World Language Department offers sequential language study in Spanish. The goal of our program is to assist students in developing proficiency in their second language so that they may find intellectual satisfaction and personal pleasure in using that language for communication. A second language will help students expand their personal horizons, give them an edge in the global job market, as well as provide them with a tool to broaden their awareness of world cultures.

A second language is required by colleges. Massachusetts state colleges and university campuses require two years of successful study of one World language for admission. Many colleges recommend a three-year sequence, and more competitive schools prefer four years of the same language. Students and parents should consult college catalogs for specific entrance and graduation requirements.

The goal of the program is the functional use of a second language by graduation. Throughout the program the student will be assessed in a variety of ways in order to determine proficiency in listening, speaking, reading, and writing in the language. The students are moved along the phases of proficiency-based on the level of performance.

All world language courses require that students invest a considerable amount of time and effort on a daily basis in order to perfect pronunciation, master vocabulary, and learn to correctly manipulate grammatical structures.

The first two years of world language instruction are standard college preparatory level courses that will be conducted in the target language and students will be expected to use the target language as much as possible.

The third and fourth year courses have an honors level option. Classes will mostly be conducted in the target language beginning in level I. Both Teachers and students in levels III, IV, and AP will be expected to use the target language exclusively for all classroom activities.

Course Choices			
Grades 9	Grades 10-12	Grades 11-12	Grade 12
<ul style="list-style-type: none"><li>Spanish I</li></ul>	<ul style="list-style-type: none"><li>Spanish II</li><li>CP/H Spanish III</li></ul>	<ul style="list-style-type: none"><li>CP/H Spanish III</li><li>CP/H Spanish IV</li></ul>	<ul style="list-style-type: none"><li>CP/H Spanish IV</li><li>AP Spanish</li></ul>



### **SPANISH I - 311**

Full Year/5 Credits

Grades: 9-12, College Prep

This course is a beginning level for high school students. Students will begin to develop their skills in the areas of listening, speaking, reading, and writing in the target language. The course will focus on the development of good oral communication skills and basic written structures, using the present tenses of regular and irregular verbs and all basic parts of speech and the fundamental concepts of Spanish word order in a sentence.

The development of cultural awareness in regard to the many Spanish-speaking countries of the world will be highlighted.

Short compositions, short readings, listening exercises such as songs, as well as guided oral role-plays and dialogues will be assigned regularly.

*Prerequisite: Successful completion of 8th Grade Introductory Spanish.*

### **SPANISH II – 312**

Full Year/5 Credits

Grade: 10-12, College Prep

This second year course, conducted in Spanish, as much as possible, is for students who successfully completed Spanish I. Students will continue to develop their skills in the areas of listening, speaking, reading and writing. Vocabulary and grammar learned in Spanish I are continuously reviewed and expanded in Spanish II. Grammatical goals include mastery of the present tenses and the past tenses, as well as commands.

Students will continue to be exposed to the culture of the Spanish-speaking areas of the world.

Assignments will range from short oral presentations to short readings followed by discussions in the target language, essays of variable length and listening exercises such as songs, textbook exercises or various clips from internet resources. Students will be assessed frequently in all 4 components of the language; reading, writing, listening and speaking.

*Prerequisites: Successful completion of Spanish I.*

### **SPANISH III - 309**

Full Year/5 Credits

Grades: 10-11, College Prep

This third year course, conducted almost entirely, in Spanish is for students who successfully completed Spanish II. Students will continue to develop their skills in the areas of listening, speaking, reading and writing. Vocabulary and grammar learned in Spanish I & II are continuously reviewed and expanded in Spanish III. Students acquire a more extensive vocabulary, which together with an expanded grammar base will allow students more depth and breadth of expression. Grammatical goals include mastery of Commands, use of the Present Progressive, Present Perfect and Future tenses as well as appropriate use of direct and indirect object pronouns.

Students will continue to be exposed to the culture of the Spanish-speaking areas of the world.



Assignments will range from short oral presentations to short readings followed by discussions in the target language, essays of variable length and listening exercises such as songs, textbook exercises or various clips from internet resources. Students will be assessed frequently in all 4 components of the language; reading, writing, listening and speaking.

*Prerequisites: Successful completion of Spanish II.*

### **HONORS SPANISH III - 313**

Full Year/5 Credits

Grades: 10-12, Honors

In this course, conducted almost entirely in Spanish, the four language skills (listening, speaking, reading and writing) will continue to be developed, however on a more refined scale. Students acquire a more extensive vocabulary, which together with an expanded grammar base will allow students more depth and breadth of expression. Grammar content focuses on the expanded use of the simple past, the imperfect and present perfect tenses, as well as of the subjunctive mood. In addition, students will be introduced to the future and conditional tenses. This course is grammar intensive and will challenge students to understand and manipulate various tenses in order to begin communicating exclusively in Spanish.

Festivals, crafts, music, history, and landmarks of the Spanish-speaking world are integrated into the third year course culture content.

Listening and reading exercises with a greater degree of complexity, as well as compositions and oral presentations will be assigned and assessed regularly.

*Prerequisites: B+ in Spanish II and teacher recommendation.*

### **SPANISH IV - 310**

Full Year/5 Credits

Grades: 11-12, College Prep

This course, conducted mostly in Spanish, is designed to help students acquire the knowledge, concepts and skills needed to communicate at a higher level. Students will develop more advanced skills in the areas of listening, speaking, reading and writing. New grammatical concepts include an introduction to complex tenses such as the pluperfect and the imperfect subjunctive, and an expansion of the concepts learned in Spanish III.

Compositions and oral communication assignments will be assigned and assessed regularly. Class readings and independent assignments will include short stories, plays and poetry taken from a broad base of authentic literature in Spanish.

*Prerequisites: Successful completion of Spanish III.*



## **HONORS SPANISH IV / AP PREPARATORY - 314**

Full Year/5 Credits

Grades: 11-12, Honors

This course, conducted entirely in Spanish, is designed to help students acquire the knowledge, concepts and skills needed to communicate at a higher level. Students will develop more advanced skills in the areas of listening, speaking, reading and writing. New grammatical concepts include an introduction to complex tenses such as the pluperfect and the imperfect subjunctive, the use of the subjunctive in adjective and adverbial clauses, and an expansion of the concepts learned in Spanish III.

Compositions and oral communication assignments will be assigned and assessed regularly. Class readings and independent assignments will include short stories, plays and poetry taken from a broad base of authentic literature in Spanish.

*Prerequisites: B+ in Spanish III and teacher approval, successful completion of oral interview with teachers in the target language.*

## **AP SPANISH LANGUAGE – 316**

Full Year/5 Credits

Grade: 12, Advanced Placement

This course is designed to parallel the skill development of a third-year college Spanish course in advanced composition and conversation. AP Spanish Language focuses on the mastery of all four language skills: listening, reading, speaking, and writing. The course reinforces the ongoing development of skills through workbook exercises, oral presentations, and discussions, and gives special attention to problematic vocabulary and difficult structures.

AP Spanish Language also emphasizes the cultural content of language. Students read authentic literature in Spanish, view films and watch television programs in Spanish, and discuss these works in class. They will be asked to do improvisational activities and role plays as well as discuss current events in class. These activities enhance students' language skills as well as enrich their understanding of Spanish-speaking cultures.

Students are expected to perform at a rigorous academic level.

*Prerequisites: B in Spanish IV and teacher recommendation; commitment to take AP Spanish Language Exam in May; completion of summer assignments; successful fulfillment of an interview in the target language.*



## WELLNESS/HEALTH / PHYSICAL EDUCATION

Course Choices	
Grades 9-12	Electives
<ul style="list-style-type: none"><li>Wellness Education 9/10</li><li>Wellness Education 11/ 12</li></ul>	<ul style="list-style-type: none"><li>Life-Long Fitness I (9-12)</li><li>Life-Long Fitness II (10-12)</li><li>Strength &amp; Conditioning (9-12)</li></ul>

### **WELLNESS EDUCATION 9/10 - 010**

One Semester/2.5 Credits

Grades: 9 or 10, College Prep

This course will provide students with the knowledge and skills that will enable them to make informed, responsible decisions about their personal health and wellness, as well as to contribute to the health and well being of their families, school and community. A developmentally appropriate program covering various comprehensive health issues as well as team and individual fitness activities will be provided each semester. Emphasis is placed on the following topic areas: mental health disorders, nutrition, disease prevention, stress management, communication skills, community and public health, ecological health, bullying prevention, enhancement of physical fitness, skill development, good sportsmanship, and an appreciation of lifetime activities. A passing grade in this class is required to graduate.

### **WELLNESS EDUCATION 11/12 - 015**

One Semester/2.5 Credits

Grades: 11 or 12, College Prep

This course will provide students with the knowledge and skills that will enable them to make informed, responsible decisions about their personal health and wellness, as well as to contribute to the health and well being of their families, school and community. A developmentally appropriate program covering various comprehensive health issues as well as team and individual fitness activities will be provided each semester. Emphasis is placed on the following topic areas: drug use/abuse prevention, media influence on our health, basic first aid, bullying prevention, STDs, human growth and development, enhancement of physical fitness, skill development, good sportsmanship, and an appreciation of lifetime activities. A passing grade in this class is required to graduate.



## WELLNESS ELECTIVES

### **LIFELONG FITNESS I – 016**

One Semester/2.5 Credits

Grade: 9-12, College Prep

The focus of this course is healthy living. With the many ailments we as a society suffer with, we must practice fitness-related activities throughout our lifetime to promote wellness. This course concentrates on physical fitness and recreational activities such as golfing, bowling, cornhole, bocce, horseshoes, Kan Jam, snowshoeing, and various backyard games.

*This course does not satisfy the graduation requirements for Wellness Education.*

### **LIFELONG FITNESS II – 017**

One Semester/2.5 Credits

Grades: 10-12, College Prep

This course is for students who successfully completed Lifelong Fitness I. Students will continue to concentrate on physical fitness and recreational activities such as golfing, bowling, cornhole, bocce, horseshoes, Kan Jam, snowshoeing, and various backyard games. This course has a written component to it as well. Students will research and report on fitness-related activities and aspects of healthy living.

*This course does not satisfy the graduation requirements for Wellness Education.*

### **STRENGTH & CONDITIONING - 027**

One Semester/2.5 Credits

Grades: 9-12, College Prep

This class is designed specifically for students that are serious about improving their personal physical fitness levels. Activities will focus on cardiovascular endurance, muscle strength, muscle endurance, flexibility, speed and agility. Students will participate in distance running, weight training, flexibility exercises, and fitness stations. Students will create an individualized exercise program that meets their needs. All fitness levels are welcomed.

*This course does not satisfy the graduation requirements for Wellness Education.*





## INDUSTRIAL TECHNOLOGY

Industrial Technology courses at Georgetown Middle/High School are designed to provide experiences in engineering and architecture. Students learn architectural and engineering drawing through the use of computer aided drafting (CAD) using the newest software programs in our state of the art computer lab.

In all of the Industrial Technology courses offered, students are involved in a variety of problem solving and critical thinking skills that will result in acquiring new knowledge that will last a lifetime.

Course Choices	
Grades 9-12	Grades 10-12
<ul style="list-style-type: none"><li>• Foundations of Engineering and Architecture</li><li>• Architectural Drawing I</li></ul>	<ul style="list-style-type: none"><li>• Architectural Drawing II</li><li>• Technical Engineering Drawing I</li></ul>

### **FOUNDATIONS OF ENGINEERING AND ARCHITECTURE – 711**

One Semester/2.5 Credits

Grades: 9-12, College Prep

This foundation course is recommended for all students interested in learning about engineering, architecture and construction technology. Students will learn how to design a title block, dimensioning practices, and multi-view placement on computer aided design (CAD) program. The CAD program covers orthographic projection, isometric, oblique and auxiliary drawing, sectioning practices, introduction to fasteners, sketching, and limit dimensioning. Students will also have an introduction to machine and working drawings, and blueprint reading and reproduction. By the conclusion of the course, they will also learn how to read architectural floor plans.

*Class size limited to twenty (Introductory students only).*

### **ARCHITECTURAL DRAWING I – 712**

One Semester/2.5 Credits

Grades: 9-12, College Prep

Architectural Drawing I is the second in a series of courses designed to expand on student's knowledge learned in Foundations of Engineering and Architecture course with the emphasis on architectural design and principles. Students will learn architectural drafting and design principles using a computer aided design (CAD) program.

They will also learn dimension practices, lettering and scales. The major emphasis of study is centered around developing an understanding of design and drafting principles as applied to floor plans, elevations, details, and sections of buildings and residences.

The students will become acquainted with basic construction principles, selection of materials, cost estimation, and selection and utilization of pertinent reference material. The students' final project requirement is to design a residence complete with a set of plans.

*Prerequisite: Successful completion (C+ or better) in Foundations of Engineering and Architecture.*



## **TECHNICAL ENGINEERING DRAWING I – 713**

One Semester/2.5 Credits

Grades: 10-12, College Prep

This is the second in a series of courses designed for students interested in learning about architecture, engineering, and construction technology. They will expand their knowledge learned in Foundations of Engineering and Architecture course to more advanced work in orthographic projection, drawing in isometric, oblique, section, auxiliary and tolerance and limit dimensioning on a computer aided design (CAD) and CADKEY 21 program. Introduction to drawing intersection, developments, electrical, piping, and welding problems will also be covered along with graphic analysis.

*Class size limited to 20 students.*

*Prerequisite: Successful completion (C+ or better) in Foundation of Engineering and Architecture.*

## **ARCHITECTURAL DRAWING II – 714**

One Semester/2.5 Credits

Grades: 10-12, College Prep

Architectural Drawing II is a comprehensive course in which students will learn architectural drafting on the computer aided design (CAD) and CADKEY 21 program. This course covers plot planning, landscape features, site selections and site development. As part of this course, students will learn to draw a complete plot plan, foundation plan, floor plans, along with section drawing, detail drawings and elevations.

The final for this course is to design a residential home complete with plans and scale model.

*Class size limited to 20 students.*

*Prerequisite: Architectural Drawing I.*



## MATHEMATICS

The mathematics department has worked to adopt a course sequence and curriculum that has connections to both the Massachusetts Curriculum Frameworks, Common Core Standards, and the learning standards suggested by the National Council of Teachers of Mathematics. Significant emphasis is placed on the development of student skills in the areas of problem-solving, communicating mathematical ideas, reasoning and proof, and the understanding of mathematical connections within and outside of the discipline. In addition, the department encourages the integration and use of technology in the mathematics classroom, such as graphing calculators, scientific calculators, Geogebra, or the Desmos App. See individual course descriptions.

All students are required to earn a minimum of *twenty credits* in Mathematics in order to be eligible for graduation. Our mathematics curriculum is designed to provide students with the opportunity to meet this graduation requirement and garner their mathematics skills. As a comprehensive high school, we offer several mathematics courses at various levels so as to meet the needs of each student. See Course Sequence Examples chart for possible options.

Course Choices			
Freshman	Sophomore	Junior	Senior
<ul style="list-style-type: none"><li>• Honors Geometry</li><li>• Geometry</li><li>• Algebra I</li></ul>	<ul style="list-style-type: none"><li>• Honors Algebra II</li><li>• Algebra II</li><li>• Honors Geometry</li><li>• Geometry</li><li>• Algebra I</li></ul>	<ul style="list-style-type: none"><li>• Honors Pre-Calculus</li><li>• Pre-Calculus</li><li>• Honors Algebra II</li><li>• Algebra II</li><li>• Topics of Algebra II</li><li>• Geometry</li><li>• AP Statistics</li></ul>	<ul style="list-style-type: none"><li>• AP Calculus AB</li><li>• Honors Calculus</li><li>• Probability &amp; Statistics*</li><li>• Trigonometry*</li><li>• Honors Pre-Calculus</li><li>• Pre-Calculus</li><li>• Algebra II</li><li>• Topics of Algebra II</li><li>• Geometry</li><li>• AP Statistics</li></ul>

\* Denotes Semester Course



## **ALGEBRA I – 412**

Full Year/5 Credits

Grades: 9-12, College Prep

Students will use algebraic tools to solve problems and master basic algebraic concepts to apply to real-world situations with an emphasis on function notation. Topics to be covered are analyzing graphs, rational numbers, probability, introduction to statistics, solving and graphing linear functions, inequalities, absolute value functions, quadratic functions, solving systems of equations, powers and exponents, radical expressions, polynomials and factoring, and rational expressions. Students should note that scientific calculators are required for use in this course.

*Prerequisite: Teacher recommendation or an A- in Applied Algebra A and teacher recommendation.*

## **HONORS GEOMETRY – 411**

Full Year/5 Credits

Grades: 9-10, Honors

This course develops a student's deductive reasoning skills through the study of two-column proofs. Topics studied are: relationships between basic geometric figures and constructions, congruency, similarity, polygons, the right triangle theorems, circles, area, volume, coordinate geometry, transformations, a review of statistics and probability, and an introduction to trigonometry. Application problems involving multiple concepts will be emphasized. This course includes many algebraic applications and demands a high level of algebra expertise. Students should note that a scientific calculator is required for use in this course.

*Prerequisite: Teacher recommendation (based on the quality of student work and cumulative exam grade(s)).*

## **GEOMETRY – 422**

Full Year/5 Credits

Grades: 9-12, College Prep

This course develops a student's deductive reasoning skills through the applications of definitions, postulates, and theorems along with study of two-column proofs. Topics studied are: relationships between basic geometric figures and constructions, congruency, similarity, polygons, the right triangle theorems, circles, area, volume, coordinate geometry, transformations, a review of statistics and probability, and an introduction to trigonometry. Preparation for the state-mandated MCAS test will be integrated into the curriculum. Students should note that a scientific calculator is required for use in this course.

*Prerequisite: C– or better in Algebra I or B+ in Applied Algebra B and teacher recommendation.*

## **HONORS ALGEBRA II – 421**

Full Year/5 Credits

Grades: 10-11, Honors

This course develops the student's quantitative reasoning, critical thinking, and problem-solving skills. Polynomial, absolute value, radical, exponential, logarithmic, and rational functions will be studied in detail both analytically and with the aid of a graphing calculator. Students will extensively explore the graphs of these functions and learn the basic solving techniques for equations and systems of equations.



involving these functions. The complex number system, matrices, and probability and statistics will also be introduced. Preparation for the state-mandated MCAS test will be integrated into the curriculum. Students should note that graphing calculators are required for this course.

*Prerequisite: B or better in Honors Geometry or teacher recommendation.*

### **ALGEBRA II – 432**

Full Year/5 Credits

Grades: 10-12, College Prep

This course develops the student's quantitative reasoning, critical thinking, and problem-solving skills. Polynomial, absolute value, radical, exponential, logarithmic, and rational functions will be studied in detail. Students will explore the graphs of these functions and learn the basic solving techniques for equations involving these functions. The complex number system, matrices, and probability and statistics will also be introduced. Students should note that graphing calculators are recommended for this course.

*Prerequisite: C or better in Geometry and teacher recommendation.*

### **TOPICS OF ALGEBRA II – 410**

Full Year/5 Credits

Grades: 11-12, College Prep

Students will be introduced to the following algebraic topics: tools of algebra, linear equations and functions, systems of linear equations, inequalities and absolute value equations, quadratic functions and factoring, polynomials and polynomial equations, powers, roots, and radicals, exponential and logarithmic functions. Students should note that a scientific calculator is required for use in this course.

*Prerequisite: Successful completion of Algebra I and Geometry; Applied Algebra B and Informal Geometry or teacher recommendation.*

### **HONORS PRE-CALCULUS – 442**

Full Year/5 Credits

Grades: 11-12, Honors

This course provides a strong foundation of Pre-Calculus concepts, techniques, and applications. The students will master polynomial, rational, exponential, logarithmic, and trigonometric functions. This course will provide a focus on algebraic and rational expressions, including factoring and simplifying. Students will extensively study trigonometric functions and their applications. In addition, students will review methods for solving non-linear systems and investigate operations involving matrices, and spend a unit on sequences. A technological approach, as well as an algebraic approach, will be used throughout the course to solve applied problems. Students should note that scientific and graphing calculators are required for use in this course.

*Prerequisite: B or better in Honors Algebra II or teacher recommendation.*



### **PRE-CALCULUS – 440**

Full Year/5 Credits

Grades: 11-12, College Prep

This course provides a strong foundation of Pre-Calculus concepts, techniques, and applications. The students will master polynomial, rational, exponential, logarithmic functions. This course will provide a focus on algebraic and rational expressions, including factoring and simplifying. Students will investigate trigonometric functions and their applications. In addition, students will review methods for solving non-linear systems and investigate operations involving matrices. A technological approach, as well as an algebraic approach, will be used throughout the course to solve applied problems. Students should note that graphing calculators are required for use in this course.

*Prerequisite: B or better in Algebra II or teacher recommendation.*

### **AP CALCULUS AB – 446**

Full Year/5 Credits

Grade: 12, Advanced Placement

This course will follow a program approved by the College Board and will consist of college-level work. The course is the equivalent of a year of college differential and integral calculus and prepares students for the Advanced Placement Calculus AB examination in May. Students should note that graphing calculators are required for use in this course.

*Prerequisite: A- or better in Honors Pre-Calculus and teacher recommendation. Commitment to take AP Calculus AB exam in May.*

### **HONORS CALCULUS – 417**

Full Year/5 Credits

Grade: 12, Honors

Honors Calculus is the equivalent of a semester of college differential and integral calculus with an emphasis on business applications. This course will not focus on preparation for the Advanced Placement Exam. Students should note that graphing calculators are required for use in this course.

*Prerequisite: C+ or better in Honors Pre-Calculus, B+ or better in College Prep Pre-Calculus, and teacher recommendation.*

### **PROBABILITY AND STATISTICS – 445**

One Semester/2.5 Credits

Grade: 12, College Prep

This course will include the study of collecting and organizing data, calculating measures of dispersion, position, and central tendency, elementary probability theory, binomial and normal distributions, and sampling distributions. Students should note that a scientific or graphing calculator is required for use in this course.

*Prerequisite: Successful completion of Algebra II and teacher recommendation.*



## **TRIGONOMETRY – 456**

One Semester/2.5 Credits

Grade: 12, College Prep

This course will involve the study and use of trigonometric functions through right triangle and unit circle approaches. Topics to be covered include solving triangles, graphing trigonometric functions, solving trigonometric equations, and applications of trigonometric functions. Students should note that scientific or graphing calculators are required for use in this course.

*Prerequisite: Successful completion of Algebra II and teacher recommendation.*

## **AP STATISTICS - 489**

Full Year/ 5 credits

Grade: 11-12, Advanced Placement

This course follows the Advanced Placement syllabus issued by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students in the class will be exposed to four broad conceptual themes: describing data patterns and departures from patterns, planning and conducting a study, exploring random phenomena using probability and simulation, and using sample data to draw inferences about the population at large. All students who take AP Statistics are required to take the AP exam in May. Students should note that graphing calculators are required for use in this course.

*Prerequisite: Successful completion of Algebra II and teacher recommendation.*



## MUSIC

The GMHS Music Department strives to develop students' love for and understanding of music in a variety of performing and non-performing elective settings. Through making and studying music, students learn and develop skills that foster aesthetic sensitivity, critical thinking, creative expression, and an educated appreciation for the arts. We seek to provide all levels of students with the opportunity to pursue their musical interests through playing, singing, listening, creating, improvising, analyzing, and studying. Our performing ensembles, both curricular and extracurricular, are also designed to serve the community by presenting enjoyable performances of high-quality music throughout the year. It is our hope that the students who take the following courses grow as musicians and individuals through their engagement with this most unique and powerful art.

Course Choices
Grades 9-12
<ul style="list-style-type: none"><li>• Band</li><li>• Chorus</li><li>• Chorale (10 - 12)</li><li>• American Popular Music</li><li>• Guitar I and II</li><li>• Music Technology and Recording</li></ul>

### **BAND – 911**

Full Year/5 Credits

Grades: 9-12, College Prep or Honors

Band is a performance elective course for the serious high school instrumentalist. The curriculum consists of high quality and challenging repertoire through which students will explore a vast array of musical concepts including artistic expression and theoretical understanding. Students will incorporate these concepts in both rehearsal and performance in concert band and marching band settings. Special emphasis will be placed on developing a sophisticated ensemble sound and individual technical ability. Students in band have a unique opportunity to pursue musical excellence alongside their peers in a setting that is both unique and rewarding.

Band members are required to participate in a number of events that extend beyond the regular school day, including concerts, festivals, football games, parades, and occasionally trips and fundraisers. Attendance at these events is crucial to the musical success of the group and to the students' participation grade. Grading is based on participation (including effort, attitude, punctuality, and responsibility), playing tests, quarterly self-critiques, and performance.

*Prerequisite: Band, 8<sup>th</sup> Grade Band, or instrumental audition.*





### **CHORUS - 923**

Full Year/5 Credits

Grades: 9-12, College Prep or Honors  
By audition, Please see instructor

Chorus is an introductory performance elective course in choral literature, in which students will explore various forms of vocal music and experience the enjoyment that accompanies choral singing. Lessons will include listening to and performing excellent examples of popular, classical, a cappella, and musical theater repertoire. Students will also learn the proper vocal techniques that will enable them to discover and improve their personal vocal instrument. Classroom instruction will include aural training and essential music theory to better prepare the student for understanding music notation. Grading will be based on participation, attendance, attitude, and effort. Chorus members will be expected to perform in all scheduled concerts that occasionally extend beyond the school day. Excellent attendance is essential for the success of the student and the ensemble. Members should expect occasional individual vocal testing to facilitate placement in the most appropriate vocal section and to guide personal vocal instruction.

*Course limit: 75 students*

### **CHORALE - 936**

Full Year/5 Credits

Grades: 10-12, College Prep or Honors  
By selective audition, Please see instructor

Chorale is a select performing group in which students will study, rehearse, and perform advanced choral repertoire, including classical works, jazz, and show music. Students will study music theory and sight singing, and will apply refined vocal techniques to create a quality choral sound. Grading will be based on participation, attendance, attitude, effort, and individual vocal testing. Members of the Chorale will be expected to perform in a variety of scheduled concerts and music festivals throughout the year. Students who would like to travel with this group must receive approval from the instructor by audition and/or petition. Excellent attendance is essential for the success of the student and the ensemble.

*Course limit: 55 students*

*Prerequisite: One year of High School Chorus and vocal audition.*

### **AMERICAN POPULAR MUSIC – 901**

One Semester/2.5 Credits

Grades: 9-12, College Prep

American Popular Music is a non-performing elective course open to all high school students. This course will examine the music production process and the common attributes that make certain music popular. Students will become familiar with various musical elements through the analysis of familiar music. Historical influences, such as jazz, rock and roll, and rhythm and blues, will be explored along with today's popular music. Students will be encouraged to discuss their personal musical tastes while being exposed to important artists and styles that have shaped modern popular music. Extensive multimedia and music technology will be utilized and discussed in this course.



### **GUITAR – 961**

One Semester/2.5 Credits

Grades: 9-12, College Prep

Guitar is an elective course open to all high school students. The guitar is one of the most popular instruments, found around the world in many different cultures and forms. It is a very versatile instrument, capable of playing in many different styles of music. This course will give you the tools and fundamentals to succeed in many different styles. Prior musical experience is not necessary to succeed in this course. Class typically consists of group lessons, independent practice time and one-on-one lessons. In addition, students will study and listen to many of the great guitar players throughout history and learn to play the many famous songs that they represent.

### **GUITAR II – 964**

One Semester/2.5 Credits

Grades; 9-12, College Prep

Guitar II is an elective course open to all high school students. The guitar is one of the most popular instruments, found around the world in many different cultures and forms. It is a very versatile instrument, capable of playing in many different styles of music. This course will continue to reinforce the tools and fundamentals to succeed in playing many different styles learned in Guitar I. Class typically consists of group lessons, independent practice time, one-on-one lessons and elements of composition. In addition, students will study and listen to many of the great guitar players throughout history and learn to play the many famous songs that they represent while also writing some of their own music.

*Course limit: 25 students*

*Prerequisite: Guitar I*

### **MUSIC TECHNOLOGY AND RECORDING - 963**

One Semester/2.5 Credits

Grades: 9-12, College Prep

This course is designed to explore concepts used in music sequencing, notation, and recording. Using Garage band and other computer programs, students will create original music using sequencing and editing software, synthesizers, and drum machines to produce MIDI sequences, film scores, loop-based arrangements, and original compositions. Understanding and applying the fundamentals of music composition will result in original student compositions that utilize both original and borrowed sound. In addition, students will examine legal and ethical issues regarding the production and distribution of digital media in today's society. Anyone interested in the current methods of music creation and production should consider taking this course. No prior musical experience is needed, however, having training on an instrument or voice is helpful.



## SCIENCE

Living in today's highly scientific and technological society requires adequate knowledge of basic scientific concepts to assess the value and implications of new science-related developments. The science curriculum consists of courses and activities designed to allow individual students to interact with science as a discipline and to experience empirical inquiry as a method of investigation. In courses designed for all students, the emphasis is placed on the process of science so that students can discover and interpret scientific knowledge and develop attitudes and interests that can be applied in making decisions in an age influenced by science and technology.

It is the intent of the Science Department to assist students by providing science related information to establish this broad base of knowledge in the sciences, and develop within students the ability to think independently and critically concerning these matters. For this reason, all science courses, regardless of subject or level, require active involvement on the part of students. Critical thinking, problem-solving, experimentation, and observation are important aspects of science that require student involvement. Laboratory and/or hands-on activities are an essential part of any science curriculum. Projects may be assigned as part of course requirements.

Clear communication and thinking, productive use of time at home and in school, and thoughtful planning and execution of experimental work are stressed. Additionally, students gain an awareness of some of the ways in which science affects contemporary life. Skill development stresses safe and correct utilization of laboratory equipment and the effective collection, analysis and presentation of data. Organized problem solving, well-prepared and neatly presented written work, effective oral communication and listening are stressed. Note-taking and test-taking skills are also developed. Teachers employ a wide variety of instructional methods including, but not limited to, experimental work, student presentations and interactive demonstrations.

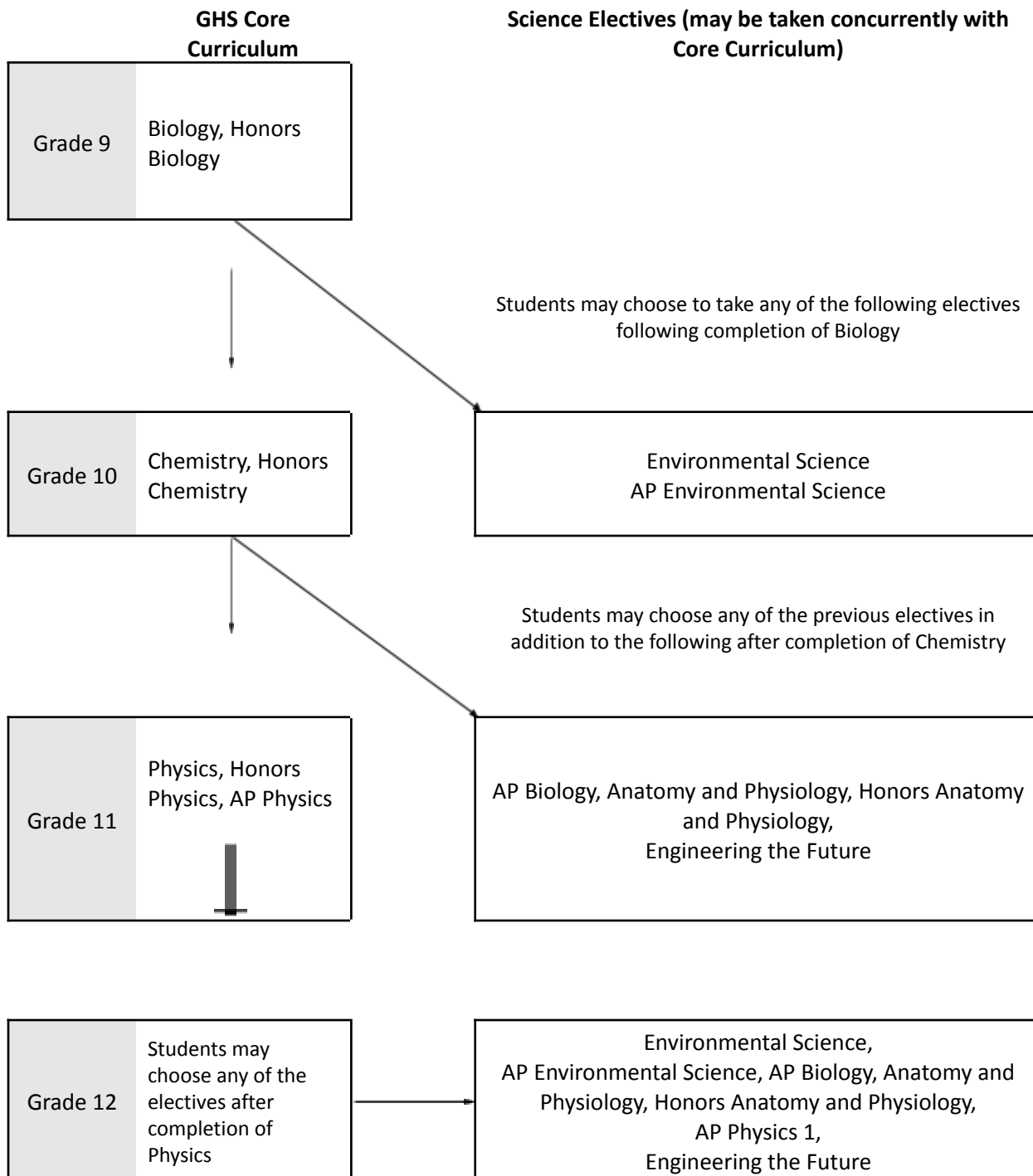
The Massachusetts Board of Education has clearly defined Science and Technology/Engineering (STE) learning standards for certain high school level courses (Biology, Introductory Physics, Chemistry, Technology and Engineering) and mandates that students receiving a high school diploma take an STE MCAS exam in one of those subject areas prior to graduation. To prepare students for the MCAS requirement and meet the approved learning standards, high school courses in physical science, physics, biology, chemistry and engineering have been aligned with the STE frameworks, and structured to offer diverse learning experiences and opportunities to help students achieve skills and content mastery in these areas.

In addition to passing one STE exam, all students must earn a minimum of fifteen (15) credits in science to be eligible for graduation. Freshmen will begin their study of science with College Preparatory Biology. Grade 8 students who have achieved a high average in science and math, and have a keen interest in science, may be recommended for Honors Biology. Students entering these courses will take the subject-specific MCAS exam for that course at the end of Grade 9. Beginning their Sophomore year, students will engage with the core curriculum in preparation for either a 4-year college or 2-year college/career path after graduation. Either path will provide students a robust science education in the various content-specific areas of science, the skill necessary to navigate our increasingly science/technology focused society and can be supplemented with a diversity of elective choices to suit their interests and future goals.



## Science Course Progression Path 1

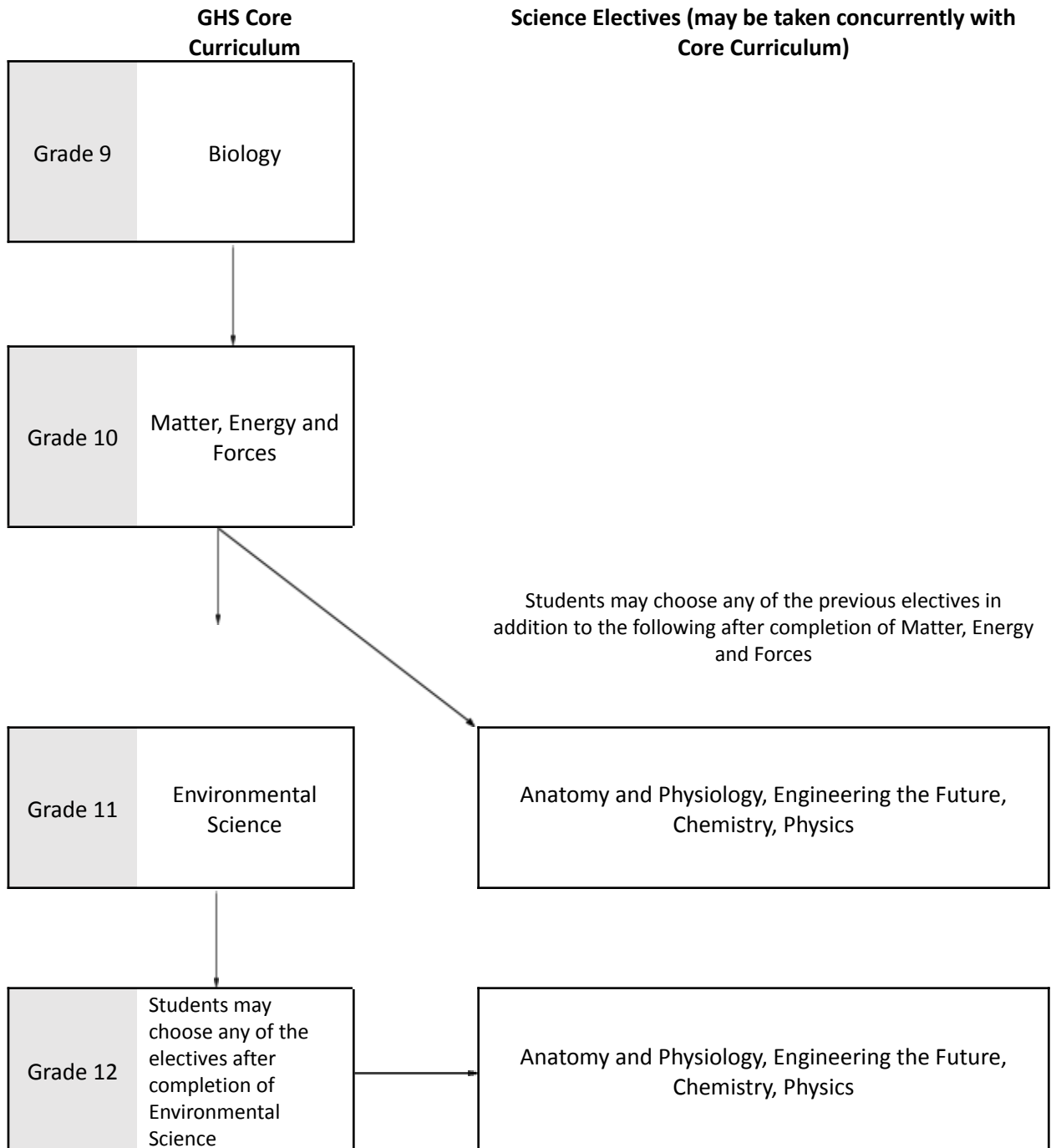
Recommended for students considering careers in STEM areas, medicine and related medical fields, STEM-related military specialties, STEM-adjacent liberal arts (environmental law, science journalism, etc.), STEM-related business and entrepreneurship





## Science Course Progression Path 2

Recommended for students considering careers in non-STEM areas, fine arts, skilled trades, social sciences, non-STEM-related military specialties, law enforcement, civil service, business and entrepreneurship



\*Honors-level options for courses may be elected based on departmental recommendations and meeting stated Program of Studies prerequisites.



## **AP BIOLOGY – 501**

Full Year/5 Credits

Grades: 11-12, Advanced Placement

AP Biology is the equivalent of a college introductory biology course. AP Biology will include the topics typically covered in a college biology course and will use a college-level textbook designed for biology majors. Laboratory investigations will be the equivalent of those conducted in a college biology lab. AP Biology has two main goals: to help students develop a conceptual construct of modern biology, and to help students gain an appreciation for the process of science. Critical thinking and analysis skills are strongly emphasized. The course material is divided by percentage into three categories: molecules and cells (25%); heredity and evolution (25%); organisms and populations (50%). These percentages reflect the AP Biology test question distributions. It is expected that students enrolled in AP Biology will take the AP Biology exam. Summer and vacation work is required.

*Prerequisites: One year of College Preparatory Biology and College Preparatory Chemistry with an A or better average and Algebra II with an A or better average.*

*OR*

*One year of Honors Biology and Honors Chemistry with a B+ or better average and Honors Algebra II with a B+ or better average.*

## **BIOLOGY – 521**

Full Year/5 Credits

Grade: 9, College Prep

This course focuses upon the skills and content outlined in the 2016 *Massachusetts Science and Technology/Engineering Curriculum Framework* for High School Biology. Framework content includes:

- From molecules to organisms: structures and processes
- Ecosystems: interactions, energy, and dynamics
- Heredity: inheritance and variation of traits
- Biological evolution: unity and diversity

The course will also: (1) provide students with the basic concepts and skills required for a general understanding of life, (2) develop student appreciation and respect for the diversity of life and the fact that human existence depends upon the acceptance that all life is connected, (3) spark an interest in the continued study of the biological sciences and (4) prepare students for the Biology MCAS exam administered in June. An assortment of learning activities are provided to reinforce concepts covered in class, including in-depth laboratory investigations targeting core concepts. Safety procedures and the scientific method will be stressed throughout the course.

## **HONORS BIOLOGY - 523**

Full Year/5 Credits

Grades: 9, Honors

Honors Biology is a demanding, in-depth, lab-oriented course for the student willing to engage in an intensive study of biology at an accelerated pace. Students should possess strong reading comprehension skills, exhibit robust higher order thinking skills and have an interest in pursuing more advanced work in the biological sciences. Core content includes all mandated learning standards as set forth in the 2016



*Massachusetts Science and Technology/Engineering Curriculum Framework.* Framework content includes:

- From molecules to organisms: structures and processes
- Ecosystems: interactions, energy, and dynamics
- Heredity: inheritance and variation of traits
- Biological evolution: unity and diversity

Students will engage in a diversity of learning opportunities to achieve the course objectives and grow their skills in comprehending and applying scientific concepts. A significant portion of the course will be devoted to laboratory investigations and quantitative analysis of biological phenomena. Safety procedures and the scientific method will be stressed throughout the course.

***Prerequisites:***

*B+ or better in grade 8 science. B or better in Grade 8 math. Science/math teacher recommendation and departmental approval.*

**MATTER, ENERGY AND FORCES - 592**

Full Year/5 Credits

Grade: 10, College Prep

The foundations of the living and nonliving world are matter, energy and forces. They determine the physical and chemical interactions during natural physical processes and in the function of living cells and organisms. Students in this course engage in coursework and laboratory investigations targeting the nature of matter, energy and forces, as well as their interactions with students' daily lives. Content topics include the structure of matter, chemical bonding and reactions, acids and bases, contact and field forces, mechanical and nonmechanical energy, conservation of mass and energy, and the application of these content topics to real-world phenomenon and engineering principles.

*Successful completion of Biology.*

**CHEMISTRY - 531**

Full Year/5 Credits

Grade: 10-12, College Prep

This course surveys the primary topics and principles essential for student comprehension of the chemical world. Core content includes, but is not limited to, the study of states and properties of matter, kinetic and molecular theory, periodicity, atomic structure and nuclear chemistry, chemical bonding, chemical reactions and stoichiometry, thermodynamics, solutions, acid-base theory and rates of reactions and equilibrium. The depth, exploration and the reliance on mathematics are reduced in comparison to Honors Chemistry. Laboratory safety and technique will be stressed. An individual project may be assigned.

*Prerequisite: B- or better in Algebra I, concurrent enrollment in Geometry/Honors Geometry/Algebra II. Recommended: Taken concurrently with Algebra II.*



## **HONORS CHEMISTRY – 532**

Full Year/5 Credits

Grades: 10-12, Honors

The purpose of this course is to provide students with a rigorous, in-depth study of the composition, properties and changes associated with matter. Content will be presented at an accelerated pace and is designed for students who have a keen interest and aptitude in both math and science. Core content includes, but is not limited to, the study of states and properties of matter, kinetic and molecular theory, periodicity, atomic structure and nuclear chemistry, chemical bonding, chemical reactions and stoichiometry, thermodynamics, solutions, acid-base theory and rates of reactions and equilibrium. Laboratory safety and technique will be stressed. A variety of individual projects may be assigned.

*Prerequisites: B+ or better in Honors Biology or Honors Introductory Physics. B+ or better in Honors Algebra I and enrolled in Honors Algebra II or higher math. Teacher recommendation and departmental approval required.*

*Recommended: Taken concurrently with Honors Algebra II or Honors Math.*

## **AP PHYSICS 1 - 563**

Full Year/5 Credits

Grades: 12, Advanced Placement  
\*Grade 11

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, fluids. At minimum, twenty-five percent of instructional time for the course is spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. AP Physics requires students to possess and demonstrate strong critical thinking abilities, problem-solving skills and quantitative reasoning to successfully interact with the content topics. The course culminates in the AP Physics 1 exam, administered in the Spring semester.

*Prerequisite: B+ or better in Physics/Honors Physics, Honors Algebra II and concurrently enrolled in Honors Pre-Calculus.*

*Recommended B+ or better in Honors Pre-Calculus. Teacher recommendation and departmental approval required.*

*\*Juniors with especially robust academic skills may be considered for enrollment after department discussion and exceptionally strong grades in honors-level Algebra I, Algebra II and Geometry courses. Students must also be enrolled in Honors Pre-Calculus.*

## **HONORS PHYSICS - 541**

Full Year/5 Credits

Grades: 11-12, Honors

This course provides a comprehensive introduction to the main principles of physics with special emphasis on problem-solving techniques and the mathematical description of natural phenomena. The





program concentrates on a stronger theoretical approach than is included in the non-Honors physics course. The course will consist of the theory and quantitative solutions of problems relative to the study of Kinematics, Dynamics, Relativity, Thermodynamics, and Electromagnetism. Time permitting; topics in nuclear physics and quantum mechanics will also be studied. The Principles of Physics are stressed along with many applications shown by demonstration as well as experimentation in the student laboratory. Some attention will be directed toward the historical development of current models, the limits of their applications, and scientific methodology. Laboratory safety and techniques will be evaluated and a variety of individual projects will be assigned. Students should have a high interest in science and a strong background in mathematics.

*Prerequisite: B or better in Honors Algebra II or B+ or better in Algebra II. Recommended concurrent enrollment in Honors Pre-Calculus. Teacher recommendation and departmental approval required.*

### **PHYSICS – 542**

Full Year/5 Credits

Grades: 11-12, College Prep

This course is designed to familiarize students with topics significant in comprehending the physical world. The course will consist of theory and quantitative solutions to problems relative to the study of mechanics, thermodynamics, and electromagnetism. Both the depth of exploration and the reliance on mathematics are reduced in comparison to Honors Physics. Laboratory safety and techniques will be monitored and one major individual project may be assigned.

*Prerequisite: C or better in Algebra I or departmental approval.*

### **ENVIRONMENTAL SCIENCE - 543**

Full Year/5 Credits

Grades: 10-12, College Prep

This is a practical course developing the fundamental scientific, technological, economic and sociological aspects of ecology while emphasizing our regional natural environments with particular reference to wet-land and marine areas. Scientific methodology, experimentation, and some field and laboratory techniques are utilized. Comparative assessment of resources and needs are developed with some emphasis on pollution, resource consumption, conservation, energy, and waste disposal themes. Case studies and individual projects may be assigned.

*Prerequisite: Departmental approval.*

### **AP ENVIRONMENTAL SCIENCE - 545**

Full Year/5 Credits

Grades 10-12, Advanced Placement

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving



or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

*Prerequisites: B+ in Honors Biology and Honors Chemistry OR A- in Biology and Chemistry.*

*For certain highly-qualified students, courses may be taken concurrently with Honors Chemistry (Grade 10) with departmental approval.*

### **ANATOMY AND PHYSIOLOGY – 555**

Full Year/5 Credits

Grade: 11-12, College Prep

Anatomy & Physiology is a fast paced one-year introductory college course whereby students will investigate the body as a whole and the physiological processes that make life possible. Essential terminology and the basic concepts of Anatomy and Physiology will be presented using a systemic approach. Emphasis will be placed upon interrelationships between systems. Related issues such as aging, major clinical conditions and problems affecting each system and the body as a “whole” will be studied, researched and discussed. The general format of the course will include, but not be limited to: topic-related lecture, discussion and note taking, chapter assignments, workbook/study guide assignments, color plate completion, online computer assignments, video and computer software viewing, independent readings and research, microscopy, the study of charts, diagrams and models, general experiments, dissection, and corresponding laboratory reports. It should be clearly understood that reading, studying and the completion of written assignments in this course will require that students invest several hours weekly (excluding class time) working independently. Internet access is required.

*Recommended: B or better in Biology and Chemistry*

*Prerequisites: Biology and Chemistry.*

### **HONORS ANATOMY AND PHYSIOLOGY - 565**

Full Year/5 Credits

Grade: 11-12, Honors

Anatomy & Physiology is a rigorous, one-year introductory college course whereby students will investigate the body as a whole and the physiological processes that make life possible. Essential vocabulary and the basic to advanced scientific concepts of Anatomy and Physiology will be presented using a systemic approach. Emphasis will be placed upon interrelationships between systems and the fundamental workings of each system and its relevant components.. Related issues such as aging, major clinical conditions, pharmacological actions and problems affecting each system and the body as a “whole” will be studied, researched and discussed. The general format of the course will include, but not be limited to: topic-related lecture, discussion and note taking, chapter assignments, workbook/study guide assignments, color plate completion, online computer assignments, video and computer software viewing, independent readings and research, microscopy, the study of charts, diagrams and models, general experiments, dissection, and corresponding laboratory reports. It should be clearly understood that reading, studying and the completion of written assignments in this course, with high levels of accurate detail and thoroughness, will require that students invest multiple hours weekly (excluding class time) working independently. Internet access is required for classwork and homework. Independent research projects and papers are expected of each student, though some may be undertaken collaboratively, depending on the nature of the topic.

*Prerequisites: B+ or better in H. Biology and H. Chemistry OR A- or better in Biology and Chemistry.*



## **ENGINEERING THE FUTURE – 590**

Full Year/5 Credits

Grades: 11-12, College Prep

Engineering the Future is a classroom and laboratory-based course designed to introduce students to the world of technology and engineering, as a first step in becoming technologically literate citizens. Through this course's practical real-life connections, students have an opportunity to see how science, mathematics, and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate. The goals of this course include (1) encouraging students to develop a deep and rich understanding of the term “technology,” (2) enhancing student ability to use the engineering design process, (3) promoting student understanding of the complementary relationships among science, technology, mathematics and engineering, and (4) promoting student understanding of how advances in technology affect human society and how human society determines which new technologies will be developed. Students take the role of engineers and undertake projects to meet certain human needs. Unlike many activities which have right and wrong answers, the projects can be completed successfully in a variety of ways. Throughout all projects and activities, concepts from science and math are applied to specific project goals, as are principles of economics and social systems. Core course topics include the job of the engineer, the design process, marketing and manufacturing, systems analysis, urban planning and building sustainable cities, transportation and energy generation/delivery systems, hydraulic systems, communication systems and electrical engineering.

### ***Prerequisites:***

***Honors:*** *C or better in Physics/H. Physics and C or better in Foundations of Engineering and Architecture. Concurrent enrollment in these courses may be considered, but requires departmental approval.*

***College-Prep:*** *Required - C or better in Foundations of Engineering and Architecture , C or better in 2 full-year science courses.*

*Recommended - C or better in Foundations of Engineering and Architecture , C or better in 3 full-year science courses.*



## SOCIAL STUDIES

The Social Studies Department has worked to adopt a course sequence and curriculum that is in alignment with the Massachusetts Curriculum Frameworks. Significant emphasis is placed on themes, concepts and skills that prepare students to actively participate in our democratic society in an informed manner. As part of this effort, the department will stress the development of analytical abilities through the exploration of core content and primary source documents. The department will also stress the ability to effectively communicate these analytical insights through various forms of independent and collective expression.

All students are required to earn twenty credits through a successful completion of World History I and United States History I and II and a combination of two electives in order to be eligible for graduation. Admission to Honors and Advanced Placement courses is based upon prerequisite grades, evaluation of a writing portfolio and departmental approval. Any and all exceptions will be referred to the department chair for review.

Course Choices			
Freshman	Sophomore	Junior	Senior
<ul style="list-style-type: none"> <li>World History I</li> <li>Honors World History I</li> </ul> <p><b>Elective Options:</b></p> <ul style="list-style-type: none"> <li>Modern Issues</li> <li>Honors Modern Issues</li> <li>Sociology: The study of group behavior</li> <li>Honors Sociology</li> <li>Hip Hop and the Humanities</li> <li>Navigating Change for Community Impact</li> </ul>	<ul style="list-style-type: none"> <li>United States History I</li> <li>Honors United States History I</li> </ul> <p><b>Elective Options:</b></p> <ul style="list-style-type: none"> <li>Modern Issues</li> <li>Honors Modern Issues</li> <li>Sociology: The study of group behavior</li> <li>Honors Sociology</li> <li>Hip Hop and the Humanities</li> <li>Navigating Change for Community Impact</li> </ul>	<ul style="list-style-type: none"> <li>United States History II</li> <li>Honors United States History II</li> <li>AP United States History</li> </ul> <p><b>Elective Options:</b></p> <ul style="list-style-type: none"> <li>Psychology</li> <li>Honors Psychology</li> <li>Clinical Psychology</li> <li>Honors Clinical Psychology</li> <li>AP Psychology</li> <li>Current Events</li> <li>Honors Current Events</li> <li>Criminal Justice</li> <li>Honors Criminal Justice</li> <li>Writing about Film</li> <li>Honors Writing about Film</li> <li>Hip Hop and the Humanities</li> <li>Navigating Change for Community Impact</li> <li>Understanding Genocide: A Study of Historical and Modern Atrocities</li> </ul>	<p>AP U.S. Government and Politics</p> <p><b>Elective Options:</b></p> <ul style="list-style-type: none"> <li>Psychology</li> <li>Honors Psychology</li> <li>Clinical Psychology</li> <li>Honors Clinical Psychology</li> <li>AP Psychology</li> <li>Current Events</li> <li>Honors Current Events</li> <li>Criminal Justice</li> <li>Honors Criminal Justice</li> <li>Writing about Film</li> <li>Honors Writing about Film</li> <li>Hip Hop and the Humanities</li> <li>Navigating Change for Community Impact</li> <li>Understanding Genocide: A Study of Historical and Modern Atrocities</li> </ul>



## **HONORS WORLD HISTORY I – 208**

Full Year/5 Credits

Grade: 9, Honors

The topics covered in Honors World History I are similar to those of CP World History I, that is, a survey of the major political, economic, religious, geographic, and social changes in world history from approximately 500 to 1800 CE. The depth and intensity of exploration will be greater than in the college prep level course. In addition, enrolled students' skill levels will be higher thus creating a very competitive environment.

*Prerequisites: Student enrollment in Honors World History II will be based upon:*

*A final grade of B+ or better in grade 8 History.*

*Evaluation of a writing portfolio. Departmental evaluation.*

The Social Studies department faculty, with the approval of the Principal, will determine the final selection of the class membership.

## **WORLD HISTORY I – 209**

Full Year/5 Credits

Grade: 9, College Prep

This course is a continuation of 8<sup>th</sup> grade World History. It is a survey of the major political, economic, religious, geographic, and social changes in world history from approximately 500 to 1800 CE. Course topics and standards are carefully aligned with the Massachusetts Curriculum Framework in History and the Social Sciences.

## **UNITED STATES HISTORY I – 236**

Full Year/5 Credits

Grade: 10, College Prep

This course is a survey course of U.S. History from 1763-1920. The course is aligned with the Massachusetts Curriculum Framework in History and the Social Sciences and is required of all grade 10 students. Selected topics include: The origins of the American Revolution and Constitution; Federal and westward expansion; Economic growth and reform movements of the Antebellum period; The Civil War and Reconstruction; Immigration and the Industrial Revolution; Progressivism and World War I.

*Prerequisites: Successful completion of World History I.*

## **HONORS UNITED STATES HISTORY I – 237**

Full Year/5 Credits

Grade: 10, Honors

The topics covered in Honors U.S. History I are similar to those of U.S. History I which includes a survey of the major political, economic, religious, geographic, and social changes in U.S. History from 1763- 1920. The depth and intensity of exploration will be greater than in the college prep level course. In addition, enrolled students' skill levels will be higher thus creating a very competitive environment.

*Prerequisites: Student enrollment in Honors U.S. History I will be based upon:*

*A final grade of B+ or better in 9<sup>th</sup> grade Honors World History I or an A- in CP World History I.*

*Evaluation of a writing portfolio. Departmental evaluation.*

The Social Studies department faculty, with the approval of the Principal, will determine the final selection of the class membership.



## **UNITED STATES HISTORY II - 259**

Full Year/5 Credits

Grade: 11, College Prep

This course is a survey course of U.S. History during the 20th and 21st Centuries. The course is aligned with the Massachusetts Curriculum Framework in History and the Social Sciences and is required of all grade 11 students. Selected topics include: The role of economics in the modern era; The US and global response to the economic and social changes of the 20th -21st centuries; The US and global response to fascism, communism and ideological change of the 20th -21st centuries; The legacy of the Cold War and Civil Rights Movement; The US and globalization. In order to meet Massachusetts curriculum requirements students are tasked with designing and implementing a "Living New Deal" Citizen Action Project to advance a long term democratic goal and improve the public good.

*Prerequisite: successful completion of U.S. History I.*

## **HONORS UNITED STATES HISTORY II - 260**

Full Year/5 Credits

Grade: 11, Honors

The topics covered in Honors U.S. History II are similar to those of U.S. History II; a survey of the major political, economic, religious, geographic, and social changes in U.S. History from the 1920's to the present. The depth and intensity of exploration will be greater than in the college prep level course. In addition, enrolled students' skill levels will be higher, thus creating a very competitive environment. In order to meet Massachusetts curriculum requirements students are tasked with designing and implementing a "Living New Deal" Citizen Action Project to advance a long term democratic goal and improve the public good.

*Prerequisites: Student enrollment in Honors U.S. and the World History II will be based upon:  
A final grade of B+ or better in 10<sup>th</sup> grade Honors U.S. History I or an A- in Level II U.S. History I.  
Evaluation of a writing portfolio. Departmental evaluation.*

The Social Studies department faculty, with the approval of the Principal, will determine the final selection of the class membership.

## **AP UNITED STATES HISTORY – 232**

Full Year/5 Credits

Grade: 11, Advanced Placement

This course will follow a program recommended by the College Entrance Examination Board and will consist of college level work. A strong commitment to analysis and interpretation of historical writing and thorough historical research is essential for membership in this course. Students will complete summer assignments.

The course is the equivalent of a year of college U.S. History and prepares the serious student for the required Advanced Placement examination.

*Prerequisites: Students enrollment in AP US History will be based upon:  
A final grade of A- or better in 10<sup>th</sup> grade Honors U.S. History I, Commitment to take AP U.S. History Exam in May. Evaluation of a writing portfolio. Departmental evaluation.*



Students who meet these prerequisites must apply to the Social Studies Department Head using the application form found on the last page of this book. The Social Studies department faculty, with the approval of the principal, will determine the final selection of the class membership.

### **AP UNITED STATES GOVERNMENT AND POLITICS – 235**

Full Year/5 Credits

Grade: 12, Advanced Placement

This course will follow a program of study recommended by the College Entrance Examination Board and will consist of college level work. A strong commitment to analysis of government and politics in the United States and a similar commitment to challenging research and writing are essential for membership in this course.

The course is equivalent to a year of college United States Government and Politics and prepares the serious student for the required Advanced Placement examination.

*Prerequisites: Students enrollment in AP US Government will be based upon:*

*A final grade of B+ or better in AP U.S. History or an A- in Honors II U.S. History II, Commitment to take the AP U.S. Government & Politics Exam in May. Evaluation of a writing portfolio.*

*Departmental evaluation.*

Students who meet these prerequisites must apply to the Social Studies Department Head using the application form found on the last page of this book. The Social Studies department faculty, with the approval of the principal, will determine the final selection of the class membership.

### **AP PSYCHOLOGY – 258**

Full Year/5 Credits

Grade: 11-12, Advanced Placement

This course is a year-long elective course in psychology for those junior and senior students with a serious interest in the study of human behavior and who wish to acquire college credit for their studies. The course will survey the field of psychology, introducing the basic psychological terms, perspectives, concepts, theories and methodologies. The text used is a college-level text, and there is a strong emphasis on scientific methods and critical thinking. There is a required summer reading component in preparation for the school year. It is assumed that students will possess the cognitive and study skills that allow for much independent study. Our pace will be fairly brisk (we will finish the entire text in a year) and it is expected that students will ask questions to help direct the classroom focus. Students are required to take the AP Psychology Exam at the end of the course. By the end of the course, students will have an in-depth understanding of the field of psychology. This course will follow a program recommended by the College Entrance Examination Board and will consist of college level work. The course is the equivalent of a one year survey course in college Psychology and prepares the serious student for the required Advanced Placement examination.

*Prerequisites: Students enrollment in AP Psychology will be based on*

*A final grade of A- or better in 10<sup>th</sup> grade Honors U.S. History I and 10th grade Science.*

*Commitment to take Psychology Exam in May.*





*Taking Honors Psychology or Honors Clinical Psychology is NOT a prerequisite but recommended for those unsure if they wish to pursue the AP course. Evaluation of a writing portfolio. Departmental evaluation.*

Students who meet these prerequisites must apply to the Social Studies Department Head using the application form found on the last page of this book. The Social Studies department faculty, with the approval of the principal, will determine the final selection of the class membership.

## SEMESTER COURSES

### **CRIMINAL JUSTICE - 226**

One Semester/2.5 Credits

Grades: 11-12, College Prep

The purpose of this course is to further students' civic engagement through a better understanding of the governmental and private institutions responsible for the criminal justice system and the law.

Students will explore how governmental and legal orders are grounded in value systems and societal norms. The class aims to continue to develop students' understanding of how America and other nations evolve and struggle to become and remain multiracial, pluralistic democracies. Methods and techniques to study and evaluate these issues include lectures, case studies, discussions, group presentations, and research assignments. Overall, students will examine how their lives and our communities interact within and outside the law in innumerable areas.

These areas include: the basis of law, governmental institutions and processes, criminal justice, the carceral state, as well as criminal and civil legal procedure.

### **HONORS CRIMINAL JUSTICE – 227**

One Semester/2.5 Credits

Grades: 11-12, Honors

In addition to the curriculum and requirements of Youth and the Law, this course will incorporate a more rigorous curriculum while running concurrently with CP Youth and the Law. Students will be expected to complete one independent research project per quarter and will be expected to complete more in depth supplemental readings. Finally, assessments will be more challenging by expecting more depth in both objective and subjective questions.

### **PSYCHOLOGY – 241**

One Semester/2.5 Credits

Grades: 11-12, College Prep

The purpose of this course is to introduce the student to the social science of psychology. This course emphasizes understanding individual behavior and human development through the study of the topics listed below:

Areas studied include: historical and contemporary approaches to psychology; the tools and techniques of psychology; the role of heredity vs. environment in shaping individual behavior; the learning and





cognitive process; personality development, intelligence and creativity; states of consciousness; stages of development; gender differences; and behavioral and mental disorders.

Methods and techniques include lectures, case studies, informal debates, discussions, oral reports, research papers, and audio-visual aids. Opportunity is provided for experiments and related activities.

### **HONORS PSYCHOLOGY – 228**

One Semester/2.5 Credits

Grades: 11-12, Honors

In addition to the curriculum and requirements of Psychology, this course will incorporate a more rigorous curriculum while running concurrently with CP Psychology.

Students will be expected to complete one independent research project per quarter and will be expected to complete more in depth supplemental readings.

Finally, assessments will be more challenging by expecting more depth in both objective and subjective questions.

### **CLINICAL PSYCHOLOGY - 249**

One Semester/2.5 Credits

Grades: 11-12, College Prep

The purpose of this course is to further explore the field of psychology in relation to mental disorders as defined in DSM.

After gaining a baseline for understanding human behavior and personality development, students will engage in the discovery of causes, symptoms, misconceptions and treatment of many of the following disorders: personality disorders, adjustment disorders, eating disorders, sleep disorders, dissociative disorders, somatoform disorders, mood disorders, schizophrenia and other psychotic disorders, cognitive disorders, and developmental disorders. Methods and techniques include lectures, case studies, informal debates, discussions, oral reports, research papers, current publications from the APA and audio-visual aids.

*Completion of Psychology **is not** a prerequisite to enroll in Clinical Psychology.*

### **HONORS CLINICAL PSYCHOLOGY– 229**

One Semester/2.5 Credits

Grades: 11-12, Honors

In addition to the curriculum and requirements of Clinical Psychology, this course will incorporate a more rigorous curriculum while running concurrently with CP Clinical Psychology.

Students will be expected to complete one independent research project per quarter and will be expected to complete more in depth supplemental readings.

Finally, assessments will be more challenging by expecting more depth in both objective and subjective questions.

*Completion of Psychology **is not** a prerequisite to enroll in Clinical Psychology.*



### **MODERN ISSUES – 253**

One Semester/2.5 Credits

Grades: 9-10, College Prep

This course is a fast paced look at modern issues that lead to rising tensions across the globe. Through regular screening of print, electronic and television media, Modern Issues will examine the political, economic and social issues that affect us all as a means to understand our ever changing world. Modern Issues is a project based course that features group presentations, discussions, debate, and guest lecturers.

### **HONORS MODERN ISSUES – 255**

One Semester/2.5 Credits

Grades: 9-10, Honors

In addition to the curriculum and requirements of Modern Issues, this course will incorporate a more rigorous curriculum while running concurrently with CP Honors Modern Issues.

Students will be expected to complete one independent research project per quarter and will be expected to complete more in depth supplemental work. Assessments will be more challenging by expecting more in depth in both objective and subjective questions.

### **CURRENT EVENTS – 254**

One Semester/2.5 Credits

Grades: 11-12, College Prep

This course takes a look at modern events and the forces that shaped them. Thematic approach will vary year to year, based on global events and the instructor. Special emphasis is placed on the role of the media in shaping public opinion. Through regular screening of print, electronic and television media, Current Events will examine the political, economic and social issues that affect us all as a means to understand our ever changing world. Current Events is a project based course that features group presentations, discussions, debate, and guest lecturers.

*Completion of Modern Issues **is not** a prerequisite to enroll in Current Events .*

### **HONORS CURRENT EVENTS – 256**

One Semester/2.5 Credits

Grades: 11-12, Honors

In addition to the curriculum and requirements of Current Events, this course will incorporate a more rigorous curriculum while running concurrently with CP Current Events.

Students will be expected to complete one independent research project per quarter and will be expected to complete more in depth supplemental readings.

Finally, assessments will be more challenging by expecting more depth in both objective and subjective questions.

*Completion of CP or Honors Current Events **is not** a prerequisite to enroll in Honors Current Events.*



### **SOCIOLOGY: The Study of Group Behavior – 244**

One Semester/2.5 Credits

Grades: 9-10, College Prep

The purpose of this course is to encourage the student to use scientific methods in understanding, analyzing, and interpreting group behavior via the five institutions (family, education, religion, economics, and government).

Other topics include: historical and contemporary approaches to sociology; the tools and techniques of sociology; culture and group behavior; culture and personality; values and norms; deviance; social hierarchies and patterns of interaction; mass communication and propaganda; and social problems (includes crime, poverty and aging).

Methods and techniques include case studies, survey approaches, informal debates, discussions, oral reports, and lectures, research papers, and the use of audio-visual aids.

### **HONORS SOCIOLOGY: The Study of Group Behavior – 257**

One Semester/2.5 Credits

Grades: 9-10, Honors

In addition to the curriculum and requirements of Sociology, this course will incorporate a more rigorous curriculum while running concurrently with CP Sociology.

Students will be expected to complete one independent research project per quarter and will be expected to complete more in depth supplemental readings.

Finally, assessments will be more challenging by expecting more depth in both objective and subjective questions.

### **WRITING ABOUT FILM: Exploring Historical and Literary Value in Cinema - 270**

One Semester/2.5 Credits

Grades: 11-12, College Prep

Students will explore history and literature through the study of feature and documentary films. This interdisciplinary course will explore film from two different vantage points. The first perspective is viewing film as literature (visual texts), incorporating thematic and cinematically technical foundations. The second perspective is to use the films as resources to gain insight into the historical developments and events that have transpired, providing an opportunity to analyze films for their cultural significance, and for what they reveal (or fail to reveal) about the times they were made and the subjects they examine. Analysis of the films will take the form of substantial written and research-based assignments. By the end of the course, students' skills in critical analysis and writing, both from literary and historical perspectives, will put them in a position to succeed at the college level.

### **HONORS WRITING ABOUT FILM: Exploring Historical and Literary Value in Cinema - 269**

One Semester/2.5 Credits

Grades: 11-12, Honors

In addition to the curriculum and requirements of Writing About Film, this course will incorporate a more rigorous curriculum while running concurrently with CP Writing About Film.



Students will be expected to complete one independent research project per quarter and will be expected to complete more in depth supplemental readings.

Finally, assessments will be more challenging by expecting more depth in both objective and subjective questions.

### **UNDERSTANDING GENOCIDE: A STUDY OF HISTORICAL AND MODERN ATROCITIES - 27**

One semester/2.5 credits

Grades 11-12, College Prep

This course examines the history, causes, and consequences of genocide, exploring some of the most devastating atrocities in human history. Through the study of the Armenian Genocide, the Holocaust, and the genocides in Bosnia, Rwanda, Darfur, the Congo, Vietnam and Iraq, students will gain a deeper understanding of how hatred, prejudice, and power dynamics can lead to mass violence.

### **HIP HOP AND HUMANITIES - 272**

One semester/2.5 credits

Grades 9-12, College Prep

This course explores the history of hip hop music, examining its evolution from its roots in the Bronx, New York City, to its global impact today. We will explore the social, political, and cultural contexts that shaped hip hop's development, analyzing its lyrical content, musical styles, and visual aesthetics. Through a humanities lens, we will investigate how hip hop reflects and shapes society, exploring its connections to literature, art, film, and social movements.

### **NAVIGATING CHANGE FOR COMMUNITY IMPACT - 273**

One semester/2.5 credits

Grades 9-12, College Prep

Compassionate young people are faced with constant challenges in their lives and their communities. In this course students will explore the power of community engagement and real-world problem solving. Through identifying a local need and learning to explore and address it, students will collaborate to create a tangible product or solution that directly benefits their community. Along the way, students will experience the power of partnership and collaboration, how to leverage empathy interviews and action research practices, as well as effective communication, resource management and creative and critical thinking skills.

Beyond the group project, students will reflect on their experiences and apply the mindsets and tools they've developed to pursue independent learning driven by their own passions and interests. By the end of the course, students will have gained practical experience in creating meaningful change and will be empowered to continue their learning journeys in areas they care about most.

